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Practical Child Training



PART 2

HOW TO TEACH
OBEDIENCE
TO CHILDREN FROM
ONE YEAR TO SIX YEARS
OF AGE

—



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All children early should be taught to control their impulses instantly at the command "don't touch" not only to save trouble for adults but for their own good. This is easily taught by applying the correct method.

Practical Child Training

PART 2

EASY LESSONS FOR TEACHING OBEDIENCE IN THE HOME

By

RAY C. BEERY

A.B. (Columbia), M.A. (Harvard)

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**HOW TO TEACH OBEDIENCE
TO CHILDREN FROM ONE
YEAR TO SIX YEARS
OF AGE**

FROM ONE TO THREE YEARS

If your child is not perfectly obedient at this age and has not yet learned to walk, you may give him the five lessons, described in Part I. After your child has begun to walk, then you may give the following lessons.

In teaching obedience to children, from one to three years of age, just as in the case of children less than one year old, it is advisable to begin with a negative command, in the first part of a lesson, for the sake of the check which you can thus easily secure to prevent disobedience. It is always better to prevent disobedience, when it can be done gracefully, than to permit a disobedient act to be carried out and then try to correct it.

Suppose you have a two-year-old son whom you wish to teach obedience and you lead out in your lesson with a positive command. If the boy refuses, you do

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not know what to do. You would hesitate to let the incident pass lest the boy would do the very same thing again, and to force him against his will would leave a feeling of resentment.

By carrying out the instructions as given in detail in the series—starting out with the negative and always ending with the positive—you can complete each lesson in a friendly spirit with the least possible trouble or exertion.

LESSON 1

AIM

To give the child further drill in obeying the commands, "Don't touch" and "Give to me."

PREPARATION

Place a straight chair near the right arm of a rocking-chair and have concealed a watch and chain.

DEFINITE INSTRUCTIONS

First of all, assume an optimistic, cheerful attitude; lead the child by the hand over to the chairs. Sit down in the rocking-chair and place the child, facing you, at your left knee. Immediately take the watch and chain from your pocket, hold the watch up to your right ear and look up to the ceiling as though you were listening closely.

After holding it up to your ear for five or six seconds, put the watch in your left hand, reach out with your right and pull the straight chair up in front of your right knee. Immediately place the watch on the nearest corner of the chair and quickly put your hand up to your ear as though trying to hear the watch tick.

If, while you are doing this, the child makes any attempt to reach for the watch, say, "Don't touch it," and if necessary, in order to keep the child from touching it, push his arm back quickly with your right hand. After doing this

(in case it is necessary) quickly take your hand away from his arm and put it up to your ear again. As often as he tries to reach for the watch, repeat the process of pushing his arm back, saying, "Don't touch it." Then always appear to be very much interested in trying to hear the watch tick.

As soon as the child will remain with his hands quiet for five or six seconds after you have placed the watch on the chair, reach over, pick up the watch, and place it in the child's hands, saying, "Now, you may hold it a while." Take hold of the child's hand containing the watch and put it up to his own ear. Talk about the watch. Smile and say, "Can you hear it—tick, tick, tick?"

Let the child keep the watch for a few seconds (while you hold the end of the chain, if you think it necessary to keep it from falling). Then say, "All right—now give it to me." Immediately extend both hands, palms up, to receive the watch. Hold your hands in that position until the child gives you the watch.

If he does not within five or six seconds, say more firmly, "Give *me* the watch." If the child does not give it to you then, remove his hands gently with your left hand and give the watch back to him, saying, "Now, you take it." After pausing a few seconds, extend your hands and say, "Now, give it to me."

Continue to remove the child's hands from the watch until he will give it to you at the command, "Give it to me." The moment he gives it to you of his own accord, put the watch up to your own ear for a second, then to that of the child and finally give it to him, saying, "Now, you may have it." Repeat this last process of putting it up to your own ear and then to his ear until the child will put the watch into your hand the instant you say, "Give it to me." As soon as he does this, let that end the lesson.

When you put the watch back into your pocket, be sure that the child has something else to occupy his mind.

COMMENTS

The last point suggested in the lesson is very important, namely, that as soon as the child gives you the object quickly at command, the lesson should end. Your aim should always be to leave a right impression on the child's mind at the end of a lesson. Never bring it to a close with a wrong idea impressed upon the child's mind.

CHILD'S INTEREST

I have found that a watch and chain is generally interesting to children of this age. The reason it is advisable to use an object which is interesting to the child is that, by so doing, you can secure the child's keenest attention. Another reason is that the pleasure derived from the object is associated with obedience, which fact greatly aids in starting the habit of obedience. I have talked with persons who did not understand this. They reasoned that if we were so careful

not to have our commands conflict with the interest of the child, we would have trouble later on in getting obedience except when the child wished to obey. But their philosophy is not practical. In our first lesson or two in obedience, we must cater to the child's interest; we must associate obedience with pleasure and self-interest. There is absolutely no other correct way of teaching perfect obedience.

After we teach obedience in regard to things which the child can do with little effort, it is a simple and easy matter to modify and apply this perfect obedience, already taught, to things which he does not like to do.

As you read over these lessons, you can easily see how we teach very simple things at first and gradually have the child obeying commands more and more difficult, until at the end of the third or fourth lesson, we have him obeying commands that he would not have heeded at all in the first lesson.

In order to secure obedience in a child

under three years old, it is very essential that you learn properly to apply the principle of expectancy. A very practical idea is embodied in the following case.

EXAMPLE 1

Mrs. Merrill was the wife of the head of the Department of Education in a southern college. Together they watched with delight the development of their baby Ethel.

When she was ten months old they began to teach her to heed the command, "Ethel, don't touch."

While Mrs. Merrill gave a lesson to the baby, Professor Merrill was often in the next room, from which he could see and hear all that was going on.

One evening, after a successful lesson, he told Mrs. Merrill he was convinced that the inflection and quality of her voice had much to do with her success with the baby.

Upon being asked by her to explain

further he told her that the low, even tones gave the child just the support that was needed. They showed the mother's expectation that the child would comply with her request. The clear pronunciation of the word, "Ethel," gained the baby's attention, and the words, "Don't touch," which followed, seemed also to command attention as well as respect for the command given.

COMMENTS

The way in which you should say, "Don't touch it," deserves consideration. To say the words quickly, one after the other, tends to cause resentment. The mere fact that the child is generally accustomed to disobey commands spoken sharply, is sufficient reason for giving the command in the lesson very slowly. Besides, an order spoken deliberately always suggests firmness.

I have heard mothers say the word, "touch," in a higher pitched voice than the other two words and the effect is not

so good. It sounds too much like a threat or the word of warning which the child has disobeyed so often before. The best way is to pronounce all three words in the same pitch. The word, "touch," may be emphasized more by volume of tone, but not by a higher pitch.

If, in the regular day's routine, your child is about to touch something you do not want him to handle, first get his attention by speaking his name clearly. If the name has two syllables, allow a second between them. Pause two seconds between the words, "touch," and "it." Practice saying this command to yourself with the proper pauses, until you can give it with firmness and force, without speaking at all loud. This you can easily do and there is much to be gained by it.

EXAMPLE 2

PUTTING THINGS OUT OF REACH

Mrs. Miller of Chicago had a small private school in her house for the bene-

fit of her two older children. A student from a near-by college came daily to instruct the Miller children and a few others, ten in all, who were children of neighboring families. Karl Miller, two years old, was not allowed in the room which was used as a school-room during study hours, so he was with his mother while school was in session. Karl had always been an independent baby who wanted his own way. Mrs. Miller, while working with him, was careful to oppose him as little as possible so as to avoid antagonizing him.

Among the children who came to the Miller private school was Marie Crosby, aged seven years, daughter of a professor in the college. She often brought her younger sister Annabelle, aged three years, with her.

When Annabelle came she spent the period in the living-room with Karl and his mother. Being a year older than Karl, Annabelle delighted in teasing him. Her favorite expression was, "Tarl, oo tan't have iss, oo tan't have iss," spoken

in the most tantalizing tones, no matter what the object was—an empty spool, a ball, a top or anything that she got into her hands. Often neither of them had wanted the object a moment before, but Annabelle would grab it up and say, "Tarl, oo tan't have iss!" and immediately Karl wanted it. Then Annabelle would run to Mrs. Miller and say, "Put iss up, Tarl tan't have it."

It was evident to Mrs. Miller that Annabelle had herself been denied the privilege of handling objects which were therefore put out of her reach, and very humanly she wanted to try the adult attitude on Karl, as he was smaller than herself. Annabelle had evidently decided from her own experience that objects are denied children and put out of their reach for the sole purpose of seeing them tormented.

COMMENTS

We dare not run the risk of being thus misunderstood by our children. Never

let your child see you put anything out of his reach to keep him from touching it. The suggestion from this act would not be a good one. You should assume that no matter if the object were right in front of the child, he would not attempt to touch it if you forbade it.

It is instinctive for a child of this age to want to reach for and handle things. Therefore, do not tempt the child by placing him in the midst of many objects which he is not permitted to touch. It is even desirable that breakable objects be not only kept out of reach but out of sight. But, as suggested, do not let the child see you hide them from his sight.

In case your child already sees something out of his reach which he wants and would be inclined to reach with a chair if he could, let him realize that its being out of reach has nothing to do with it. Lift the child up easily in reach of it or else put the object down in front of the child in easy reach, saying, "Don't touch—just look at it—isn't it pretty?"

He will then be better satisfied on the

floor than before. If, however, his desire for the object is intense, be sure that the child has something else of interest to play with for a few moments, and call his attention to those particular characteristics of the object which will interest him.

Whenever a child is forbidden an object, do not suggest in any way that there are any advantages in playing with that object, but rather emphasize the attractive features of the object which the child is permitted to handle.

EXAMPLE 3

It was right here that Mrs. Jacobs of Indiana failed. She had bought a doll for each of her little girls, Julia, aged five years, and Viola, aged two and a half.

Julia was a quiet child who played sedately with her doll, but little Viola was an extremely active baby who tried half a dozen postures in a minute.

Mrs. Jacobs had bought Julia a beautiful large character doll and had dressed

it nicely because she felt sure Julia would keep it unsoiled indefinitely.

For Viola, she bought a non-breakable smaller doll and dressed it in gingham. But she wanted to be fair to Viola. She wanted her to enjoy all the beauty of Julia's doll, so she sat down with it in her arms and said over and over as she touched its hair, cheeks, dress, shoes, etc., "Pretty, pretty, how pretty!" Then she told Julia to put her doll away and give Viola her own doll, saying nothing, however, about the small one. Viola's eyes followed the "pretty" one.

Ten minutes later mother and Julia were both shocked when they heard Julia's doll fall and saw its beautiful head broken into bits.

Viola had noted that Julia put her doll in the middle dresser drawer. It was only the work of a moment to open the drawer and pull out the doll, but in her hurry she had grasped it insecurely and the crash resulted.

The small doll which Viola was permitted to use was the one upon which her

attention should have been fixed by words similar to those used in the case of the larger doll.

PROBLEM

"Our two-and-one-half-year-old boy has a great fondness for the objects on a certain bureau. Wife has gone with him to that bureau and followed out the idea of letting him handle them, then having him put them back and finally getting his mind away from them by stimulating his attention with other objects. But this does not prevent him from going right back to the same objects the next day. The same thing applies to the sitting room in which there are a number of objects we would rather he would not touch. How can we manage him?"

SOLUTION

In the first place, you cannot change the boy's nature. You cannot avoid the fact that certain things on the bureau are so attractive to him that he simply wants

to get near them all the time and handle them if given a chance. If you have so trained your boy that he will obey you at the moment you give your command, that is perhaps all that you can expect of a child of his age.

Since you have trained him to obey you at the moment, the best thing you can do is to apply the principle of substitution. This consists not only in supplying material objects, but far more important, appealing to his imagination and getting him to play contentedly. Whatever impresses him about the activities of grown folks in your locality, let him imitate in a playful way. Enter enthusiastically into his play-life. Use suggestion. Start him on something—perhaps shoveling sand into vessels with a little shovel—anything that has activity connected with it—and tell him you will come back after a while and see how he gets along. Then make it a point to visit him in his play frequently to approve his “accomplishments” and suggest new things. He will need plenty of sugges-

tions from you for at least another year yet.

There are a number of helpful books for home play-time, one of the best of which is entitled, "Home Occupations for Little Children," by Katherine Beebe (published by the Werner Co., Akron, Ohio).

Further, in regard to the bureau question: If he causes you too much trouble, you might set a little stand of his own near the forbidden bureau. On this stand you could have some blocks and other toys. Then you could make clear to him in a low voice and in a very impressive way that he could take things from his own stand but that he must not take things from the bureau.

Inasmuch as you have, by means of your lessons up to date, taught him to obey your commands, I advise that you seldom indulge him any more by letting him handle the objects on the bureau. Simply be firm in telling him that he may play with things on the stand, but not on the bureau.

In this connection, let me say there is a great advantage in speaking in a very low, confidential tone when telling him that he is not to do a certain desired thing. So many persons refuse children in a sharp sort of way or in a way which antagonizes the child. This is not necessary at all. If a parent refuses requests in a very calm, quiet way but in a way that suggests he means business the child will very soon learn to take a refusal as final without ill-feeling.

It is better for a child not to be in a room where a very large number of objects are forbidden, for any great length of time. You would be working too much against nature. The child is constituted in such a way that it is natural for him to handle things which appear before his eyes. Be as lenient as you can about the objects in your sitting room. Trust him to a reasonable extent. Use suggestion when you are with him in connection with a breakable object. Teach him to handle it carefully.

But as to the few things which you do

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not want him to handle at all under any circumstances, simply make clear to him the fact and then patiently remind him in an expectant manner each time that he makes threatening advances.

LESSON 2

AIM

To teach a child to bring an object to you from any part of the room.

PREPARATION

Have two straight chairs in the center of a room about a foot and a half apart, facing each other; on one, place a small attractive book. (A book with a bright red cover is suitable.)

DEFINITE INSTRUCTIONS

Go into the room with the child and have him stand at the left side of the chair on which you placed the book, while you occupy the vacant one. First, test





At first it is necessary to be near both the child and the object and suggest the desired action by gestures in connection with the command. The child is to be approved for each little move in the right direction.
Principles involved: Suggestion, Approval and Expectancy.

Illustration A

the child on the points taught in Lesson 1. That is, test him once or twice on the command, "Don't touch it," passing the book back and forth once or twice as you did the watch in Lesson 1. As soon as you find that he responds readily to the command, "Give it to me," place the book on the edge of the chair, extend your right hand, palm up, with the fingers pointing toward the book, and say, "Give it to *me*." [See Illustration A.]

In case the child is slow to carry out your order, have him stand up closer to the chair and, putting the book out closer to his hand, repeat the command, "Give it to me." Then, if the child does not grasp it, actually put the book into his hands, and say, "Give it to me." After the child has done this, smile and immediately place it back on the chair, saying, "Now, give it to me."

As soon as he obeys the command, "Give it to me," while the book is within easy reach, set the chair about a foot farther away from the child and place the book on the side of the chair so that

about a third of it projects toward the child.

Extend your right hand, palm up, fingers pointing toward the book, and say to your child, "Bring it to me." The moment the child makes the slightest move toward the book say, "That's it, bring it to me."

If he obeys the command when the book is one foot away, smile and say, "That's it." Then, try at two feet, three feet, and even farther away if the child gets it readily each time.

In case the child did not move toward the book when it was a foot away, place the chair almost against him again and gradually move it away, a foot or farther from the child. End the lesson by giving the book to the child to play with or provide some other means to interest him. The lesson itself should not last more than five minutes.

COMMENTS

The child in this lesson must learn to do two things in obedience to the same

command, "Bring it to me." He must grasp the object, and he must also hand it to you.

But in Lesson 1 you taught him to give the object to you after he had taken it in his hand; so, the real point of this lesson, then, is merely to get the child to grasp the object. By simply repeating, "Bring it to me," in each case, you associate both things with the one command.

It will aid you to secure good results if you follow the suggestions contained in the following extract from a letter.

EXAMPLE 1

Mrs. McDowell wrote to her sister concerning her baby, Lulu, aged ten months:

"The happiest moments of my day are those spent in teaching Lulu.

A PLAYFUL ATTITUDE

"She says 'muvver,' 'da da,' 'hat' and 'doll' and understands scores of words.

Among these are 'Don't touch.' Lulu not only understands them but obeys them. I'm sure you would want to give her a great big hug if you could see her knowingly smile when I say, 'Don't touch.' She is too cunning for anything. As soon as her lesson is finished I have a little romp with her. She likes to play 'Peek-a-boo' from behind a handkerchief and dearly enjoys to have me play a lively tune on the piano.

"So after each lesson, I entertain her for a while and she looks so understandingly into my eyes that I believe she would say if she could, 'Don't we enjoy our lessons and games?' When you come next month I know you'll be delighted with her understanding and obedience."

NEGATIVE COMMAND FIRST

The reason for repeating Lesson 1 in presenting this one is to make sure that the child is ready for Lesson 2. Lesson 1 is started with a negative command

(Don't touch) instead of the positive command, because as previously stated you always have a more direct check on negative disobedience than on positive disobedience. That is to say, if your child starts to touch an object that you tell him not to touch, it is an easy matter to prevent him by simply pushing his arm back. But, when you tell him to do some positive thing, you cannot enforce your command so quickly or easily or with such good results as you can a negative command like, "Don't touch it." Therefore, in dealing with a spoiled child under two or three years of age, it is better to begin teaching obedience by giving a negative command, then, after the child is convinced that he must obey, a positive one.

The child must not be permitted to see the book before the lesson starts. In the early part of the lesson, do not be afraid to smile and talk about the book, as you hand it back and forth. Turn a few pages once in a while. Say, "Isn't that a pretty picture?" When turning pages

with the child, be sure to close the book before saying, "Give it to me."

Be sure to avoid misunderstanding when giving a positive command. Often the child may not comprehend the request.

EXAMPLE 2

Mrs. Barlow had long permitted Mrs. Duff to bring her three-year-old daughter, named Carrie Bob, with her when she came to do the washing. The laundry was in the basement and from time to time Mrs. Barlow heard the cry of the little Carrie Bob. The child amused and interested her. Her skin was a very dark brown, her eyes showed more than the usual amount of white as she rolled them around when surprised. Her hair was beautifully curly but very short. Her little body was straight and finely formed. Altogether she made a pleasing picture in her bright red dress.

About the third time that Mrs. Barlow heard Carrie Bob cry out she decided to

go to the basement and discover the cause.

When she approached Mrs. Duff, Carrie Bob stood by her mother so straight and questioning with her big, bright, shining eyes that Mrs. Barlow could not but be amused. "What's the matter, Carrie Bob? I thought I heard you crying," said Mrs. Barlow.

"O, I done tried to make de chil' min', dat's all," said Mrs. Duff. Mrs. Barlow took a seat for a moment while Mrs. Duff said to Carrie Bob, "Han' me dat clothes stick." No motion was made toward the article in question. Mrs. Duff looked frowningly at Carrie Bob, over whose little body passed a barely perceptible quiver, but the child stood seemingly a little straighter and looked said Mrs. Barlow.

Mrs. Duff gave her a slap on the side of the head and said, "Han' me dat clothes stick." This time the mother pointed to it, instantly the child snatched up the stick and handed it to her mother, but watched her blinking and ready to

dodge if another blow like the first should come.

"Don't you see," said Mrs. Barlow, "she wants to mind you? She doesn't know always what you want. You should point to what you want by putting out your hand and I believe she'll always mind."

"Yes, mum, I'll try dat," said Mrs. Duff. The cries ceased to come up from the basement.

As Mrs. Duff started to go, Mrs. Barlow said, "How was Carrie Bob after I left?"

Mrs. Duff replied, "Dat sure do work, Mis' Barlow; she allus minded me when I pointed to de stick an' soap. I'll shore 'member dat."

The instructions, at one place, suggested holding the hand so that the fingers pointed toward the object. This is an important point. In teaching negative obedience, when you want the child to keep his hands off of an object, you must keep his attention off of it. But in teaching positive obedience, when you

want the child to take up an object, you must have his attention directed toward it. To secure this result, you must look at the article and have your hand pointing toward it as in the case just cited.

It will be a simple matter, after teaching this lesson and repeating it a few times, to have the child bring objects from any part of the room.

EXAMPLE 3

It was snowing hard, Mrs. Loyd was ill with a severe headache, and Mr. Loyd had been obliged to get his own breakfast before starting for his office.

Their only child, Royal, was two years old. He had been walking since he was eleven months old, and was now able to speak half a dozen words and understand a score of others.

Months before this winter morning, Mrs. Loyd had taught Royal to understand and obey the command, "Don't touch," and, "Give it to me." But she

had never developed this latter command beyond asking the baby to hand her what was within her own reach. She had said, "What's the use of having him bring me things from a distance; he's always right with me; it would be more trouble to get him to understand what I wanted than to go and get whatever I wanted myself."

As she lay there now, with aching head, she heard Mr. Loyd say, "Bring me a spoon, Royal."

"Poon?" said Royal, but evidently did not bring one, for Mr. Loyd said, "Bring it, I say, bring it."

Mr. Loyd's "Aw-w!" in a disapproving tone showed that Royal had failed to understand.

Finally Mr. Loyd started for the office. He had given his keys to Royal to play with, and had forgotten to recover them before starting. Half a block from home he thought of his keys and ran back for them, being in danger of missing his car. Arriving at home, all covered with snow, he threw open the door,

and found Royal standing in the middle of the room, and the keys a few feet beyond on the floor.

Mr. Loyd glanced down at his snowy garments and said, "Royal, bring me the keys."

"Snow," said Royal.

"Bring it to me—keys," repeated Mr. Loyd.

Royal understood, "Bring it to me," and looked around for something within reach, took up a book from the table by him and started for his father.

"Pshaw!" said Mr. Loyd, as he dashed into the room and secured the keys, leaving a trail of snow in the living room, and ran for his car.

Soon Royal went to his mother.

The little clock had been left on the dresser with its face turned from the bed. Mrs. Loyd wanted to know what time it was. She tried again and again to get Royal to bring her the clock. Each time he picked up what was nearest him: the morning paper, a shoe, etc., but did not bring the clock.

"I'll teach Royal to bring things from a distance as soon as I get up," thought Mrs. Loyd.

COMMENTS

It is better to teach a child, in a systematic yet simple way, all those commands which are likely to be given during regular routine, than it is to expect the child to understand your wishes beyond his power to do so.

An important point to bear in mind, when giving the lesson, is, that if the child fails to understand or obey your command to get an object for you at any given distance, it is not a good thing to allow him to become confused. Don't try to enforce your command at too great a distance. Put the object very near him when giving your command, if necessary to show him what you mean; then, gradually increase the distance until the child will obey your command at that point from which, at first, he refused.

The proper assumption, and the one

which means the greatest success in child training, is that the child will always do the best he knows. That is, if your child appears to be disobedient after you have given him a certain lesson, it either means that you have not conveyed the idea to the child correctly in the first place, or else the child has not received enough drill on the particular point, afterwards.

Exactly the opposite and wrong assumption would be that since you have given the child lessons in obedience, if he disobeys he does so through stubbornness, and needs some punishment for not doing what you say.

Not only is it improper to punish a child in a lesson for not obeying, but it is very important that, outside of the lesson, you avoid occasion for any acts of disobedience during the first few days in which you are trying to teach obedience. If a mother should make up her mind to carry out this policy, but should give a command which the child refused to obey, and she quickly became impatient and forced him to yield, the certain result

would be antagonism and serious difficulty in teaching the next lesson.

Of course, there is no harm in giving commands which you are sure the child will like to carry out. But your policy should be this: *Until the habit of obedience is formed, give only those commands which you are sure will be carried out.*

Never allow anyone to tempt you to test a child by giving any commands merely to satisfy curiosity or to entertain adults. The result of this is clearly shown in the following example.

EXAMPLE 4

Mr. and Mrs. McMullen had been living abroad, where their charming little daughter, Ella, was born. She was an exceptionally winsome baby, and her mother had devoted much time to teaching her obedience.

They returned to America when Ella was about three years old. Every one of their acquaintances was interested in this little one, and Mrs. McMullen's sister,

Bertha Collins, was devoted to her little niece.

Among Ella's other accomplishments she made fitting gestures to accompany several kindergarten songs. When Miss Collins first saw the child make the gestures she was completely captivated, and asked to have the performance repeated until she herself learned the little songs.

Groups of friends were continually calling to see the McMullens, and Miss Collins vexed Mrs. McMullen by having Ella show her accomplishments to everybody.

At a Fourth of July celebration, Miss Collins kept Ella with her all the afternoon, and asked her over and over to repeat the songs. Either from physical weariness or reasonable disgust the child finally hopelessly mixed her gestures. She even injected parts of one song into another and stopped laughingly. When asked to begin again she laughed and did it all wrong. When her mother called for the songs again later, Ella took no special delight in them as she had for-

merly done. The joy of doing the gestures had been destroyed by making work of it.

This had furthermore a slight influence over Ella's readiness to obey other commands of her mother. The effect was not great, however, since it was not Ella's mother who used the wrong method.

COMMENTS

Oftentimes one person, either because of his own failure to get obedience or merely to ridicule someone else, will dare another person to give certain commands, which the child would be inclined to refuse. To yield to this temptation to exhibit your control over the child shows weakness rather than strength. If any person should accuse you of being afraid to give a command because of apparent lack of self-confidence, reply that you are just now teaching him and to give useless commands or those not yet properly taught would lead him toward dis-

obedience, instead of obedience. If the person does not understand this, smile and say no more. It is the final result that counts, always, in training any child. It would take you a long time to reach the goal of perfect obedience if you were to allow occasional acts of disobedience to stop your progress.

LESSON 3

AIM

To teach a child to take an object to any part of the room.

PREPARATION

Place your chair with back to the wall. Place three other straight chairs facing yours; the first about three feet away and a little to the right, the second about five feet away, and straight in front of your chair, and the third, about eight feet away and a little to the left. Place on your chair some attractive object. (A book with a bright red cover would be suitable.)

DEFINITE INSTRUCTIONS

Take the child into the room over to the chair indicated above as "your" chair. Take up the book in your hands and sit down. With the child at your left side reach over and place the book on the edge of the first chair (which is only three feet away). Then reach out your right hand toward the book, palm up, and say, "Bring me the book."

When the child brings it to you, smile and say, "Thank you." Then go and place the book on the second chair which is farther away, and, after returning to your own chair again, tell him to bring the book to you in the same manner as before.

After the child brings it this time say, "Thank you," as before, then place the book on the third chair, and repeat the procedure.

If at any step, that is, when the book is on either the first, second or third chair, the child seems not to understand, put the chairs closer together or in the





A very gentle push on the child's back will help in connection with the gesture and the command.
Principles involved: Suggestion, Approval and Expectancy.

Illustration B

case of the first chair, put it very near to the child's hand, until after he has obeyed your command. Then set the chair farther away, a little distance at a time, between commands, until he finally understands and obeys your command when the book is placed at any given distance.

When the child brings you the book from the chair farthest away, say, "Good"; then pause a few seconds and place the book in the child's hands, saying, "Take it to the chair," and immediately point to the one nearest you with your right hand, bow your head slightly and make your movements show that you want the book placed on the chair. [See Illustration A.]

If he does not understand at first, draw the chair closer to his hands, pointing to the spot where you want the book placed. Keep his attention on the spot until he makes the slightest move toward it. Then say, "That's it, place it there." When he has done so, take up the book, push the chair a few inches farther away, give

the book to the child, and say, "Now, take it to the chair."

After he takes it to the chair three feet away, give him the book again and say, "Take it to that chair," at the same time pointing to the second one. After he does this, say, "Take it to that chair," and point to the third one. Then give him the book to play with and so end the lesson.

COMMENTS

It would be a good plan just after you place the chairs properly to rehearse the procedure in your own mind before the child is brought into the room, so that when he comes in, you will know definitely and precisely what to do. This will make the lesson more successful because a firm attitude, suggesting that you know your business perfectly and know exactly what you want done, always works better than a pausing or hesitating attitude.

EXAMPLE 1

Mrs. Davis had been a schoolgirl who seldom knew her assignments exactly. Her lessons were never thoroughly learned. She was content to know only a little about what she was supposed to master. One reading of her lessons gave her information enough to barely "carry" her work.

When she began to teach obedience to her year-and-a-half-old son, Everard, she read the lessons hurriedly, thought she knew them well enough, and blundered hopelessly through them.

From the moment she brought Everard into the room where the lesson was given, she began to give him commands. The following is a typical lesson as she gave it, with the book on obedience near at hand:

"Don't look at that dog, look at me."

"Now, don't move."

"Stand still."

"Let me see, what are you to do first?" she said to herself in a low tone. She

got the book from a nearby table and read. "Oh, yes."

Here she made changes in position of chair and object.

"Now, let's see," she said under her breath while she paused to think. "Don't reach for the book now." Her attention being called back to the child, she forgot the lesson and consulted the book again. "Oh, I see, now we're ready to begin," she said to the child.

And so it went through the lesson. Is it any wonder that Everard learned nothing from his lessons, broken up by repeated "Don'ts" and poor preparation on his mother's part?

COMMENTS

The mother must master the lesson before she attempts to give it. She may review it mentally as often as she likes before she takes it up with the child. When she is absolutely sure that she knows the lesson exactly she is ready to begin to give it, but not until then.

By using the word, "Take," or "Place," when you want an object placed elsewhere than in your hand, the child can easily distinguish the "A"-sound from the "I"-sound in "Give" or "Bring," which signifies that you wish the object brought to your own hands.

Whenever the instructions say, "Pause a few seconds," the word, few, means as many as you find necessary before the child is ready for another and a somewhat different kind of command. You should wait at least five seconds to let the child "think over" the command which he has just obeyed. As soon as the child looks into your eyes and seems to wonder what you are going to do next, then it is time to give the next command.

In case the child has a habit of tearing up things, and would probably ruin the book if it were left alone in his hands, use some other object for this lesson, because merely to give one command not to tear the book would do no good if the child has the habit of destructiveness.

DO NOT PROVOKE DISOBEDIENCE

Be sure to remember this important point: while you are teaching a child the first lessons in correct obedience, do not give any commands either in the lesson or outside except those which the child will be sure to obey willingly. If you do not heed this point you will fail. Some mothers have violated this rule, with the result that it almost entirely counteracted the good effect of the lesson. It is too tempting for some mothers to say, "Don't," to every little act. So in training your child, take a hint from this. Bear in mind the difficulty and shield yourself against the temptation. Never oppose a child in a lesson at all. Appear to be pleased with your child's action unless it is in regard to the identical point of the lesson you are trying to teach. Always remember that *a command which is not obeyed is worse than no command.*

The lesson, if carried out as described, will be interesting to the child; that is,

the child will glory in his own progress and in going from one chair, which is near him, to another one farther away; he will get the spirit of the lesson, too.

You need not stop by testing him merely with the three chairs suggested in the lesson, but you can, at your leisure, test him on future days by placing chairs in any part of the room you choose. After giving this lesson you can lead him to obey both commands, "Bring" and "Take," alternately. Always say something when the child hands an object to you—either, "Thank you," or, "That's it," or the like.

When first testing the child in another room, place the object rather near the door, then farther away the next time, etc. Use other objects besides a book, say a coat or hat.

The child will just as readily bring a coat to you from a chair as he will a book, and he will just as readily put a coat over a low hook as on a chair. So when you have tested him out in this way and he obeys you, there is nothing else to

do at the present so far as teaching obedience is concerned. But you should have him practice similar lessons daily.

Drill the child thoroughly in obedience yourself and use a great deal of caution about putting him into the hands of someone else who might use wrong methods in managing him. Even after a child has been taught obedience correctly, if you were to put him into the hands of someone who knew very little about child training, he would be spoiled and become disobedient in a very short time.

NURSES

Mothers often trust too much to the intelligence and care of nurses in the training of their children. If it were possible that the house and its furnishings could be radically changed by the method which the maid uses in cleaning and dusting; if rooms would become enlarged, reduced in size or entirely disappear if she overdid or neglected her duty, the

mistress would keep a very close supervision over the work and rely upon no other than a trustworthy maid. The mind of her child really undergoes great changes. Traits of character are strengthened, weakened or lost entirely by the maid's methods of treatment, and yet the average mother gives little heed to how her child is developing under the nurse's care. Often the mother makes no effort to find out the nurse's knowledge even along lines of health and culture.

EXAMPLE 2

Mrs. Cary, wife of Rev. J. B. Cary of Japan, employed a new nurse girl, O-Hana-San, for her three-year-old son, Robert. O-Hana-San loved the white baby dearly, and one day, soon after she went to the Cary home, Mrs. Cary spent the afternoon in making calls and left O-Hana-San with Robert.

The girl wanted to show the beautiful child to her friends and never dreamed

that he could not endure what her own baby brother was accustomed to daily. So she carried Robert on her back a long way in the depth of winter without a single wrap of any kind around him, his little bare head exposed to the cutting wind. Robert never recovered from the severe exposure. He lived only a few days thereafter. His mother was little more grieved than O-Hana-San herself, the result of whose ignorance was definitely registered.

COMMENTS

This striking but true story of a nurse's ignorance of laws of health is often paralleled by a similar ignorance of laws of mental and moral health and growth. The thing for you to do, therefore, is to teach the child obedience correctly yourself and to see personally that the habit is fixed by repetition of the method by which you taught him in the first place. This will be easy to do. Anyone who can apply certain principles

with success in the lessons will find it very easy to continue to apply those principles in the ordinary day's experiences.

In case it becomes necessary to entrust your child to a caretaker, be sure to instruct her how to continue your method of managing your child. Show your text-book, illustrate the plan and system and have the caretaker with you long enough to absorb your spirit and adopt your attitude.

If a small child, after being given the lessons in obedience, whether it be a week or month or even a year afterwards, becomes the least bit lax about obeying any command, go back to the lessons by which he was first taught obedience. Repeat the modifying process: that is, begin with the simplest possible command which the child will be sure to obey and continue until the child will readily obey any command. While it would be very unwise to suggest to the child that he is getting lax in obedience, yet in going back to the lessons the child at once gets the spirit of them and realizes that the quicker he

passes through the routine of obeying the simple commands, the sooner the lesson will end.

ALLOW NO EXCEPTIONS

It is a universal trait in all children to be on the lookout for loopholes and exceptions in their discipline—and they are exceedingly quick to take advantage of them—but they are quick to recognize an unalterable situation.

A child brought up to go to bed at an early hour after his evening meal will do so ordinarily with no question; but allow him one exception, when on a warm summer evening he is permitted to play with the neighbors' children on the street, or when callers prevent his mother from putting him to bed, and the result will invariably be a rebellious pleading to repeat the experience.

If you have once taught obedience correctly and he becomes the least bit lax, you may be sure that the lapse has developed because of someone's misman-

agement—perhaps not your own unwise treatment but that of someone else in his environment. Attend to this first. If you think there is the least possibility of your having made any mistake yourself, read over some of the lessons again, together with the explanations, and see if there is any point you have overlooked, because a child wisely handled will obey perfectly.

PROBLEM

“My two-year-old son asks for a drink and when I go to give it to him, he says, ‘No.’ If I start to put it up, he begins to cry for it; then I offer it to him again with the same results. Will you suggest a proper way to break him of this habit?”

SOLUTION

The next time your little son asks you to get a drink for him and you are kind enough to get it and offer it to him and he says “No,” simply smile slightly, turn

around without saying a word and walk slowly away. Empty the water, put the cup away very calmly and continue to do just what you were doing before he called you.

Do not show the least bit of temper. Simply do not appear to hear anything that he says for at least five or ten minutes after he has said "No." If he cries, let him cry. Do not show the least concern. If you look directly at him at all, smile just enough for him to see you are not disturbed.

If he asks you for a drink again, go over to him, look him squarely in the eyes and ask very slowly, "Do you want a drink?" If he says he does, get it for him. Just before giving it to him, take hold of his arm and make a positive suggestion that he is to drink. He probably will.

As soon as he does drink, throw out your chest, smile and say, "That makes you feel good, doesn't it?" This will have the effect of rewarding him for his action.

Showing disgust, using a great many words, scolding—these are natural impulses which come to parents who have to do with a case like that described. But these methods are futile.

Results count. The fewer words the better. A good spanking might be administered, but this too often results in lessening the confidence between parents and child and so, in the long run, it does more harm than good. The method described is the proper one, because it accomplishes the immediate purpose and leaves no undesirable after-effect.

FROM THREE TO SIX YEARS

Follow orders; plow and sow, but do not ask why. One alone knows why, and that one loves thee; let it suffice.

—*Charlotte Wagner.*

The average "untrained" child is neither wholly obedient nor wholly disobedient. Certain commands will nearly always be obeyed, while certain others will nearly always be disobeyed.

By an "untrained" child is meant one who has not been trained properly, because all children are trained in one way or another.

Therefore, when we deal with a child of from three to six years of age, it is not like working with one who has not had any training. If a child needs the following lessons, it is because he has had the wrong kind of training. In other words, he has begun to show a dawning independence and has come to believe that all commands do not need to be carried out to the letter.

Therefore, a child must be taught obedience as a habit. He must change his notion that one kind of command must be obeyed and another need not be. He must realize that general obedience is what is expected of him and gradually he must be drilled into the habit of obeying all commands.

Now, of course, you must use judgment as to the kind of commands to be given the child, because to obey frequent commands without any reason is a virtue

that the child will never need when grown. We usually first understand a duty and then act, perhaps not always willingly but always for some reason.

OBEDIENCE AND CHARACTER

Some authors say that habitual obedience and decision of character do not go well together, but that is an error. The two may co-exist perfectly. Decision of character cannot be developed with habitual obedience to unreasonable commands. If you were to command your child about every little detail, he would lose a sense of responsibility and would be valueless as a citizen: he would simply follow where others lead. But a child may be obedient and yet be given plenty of opportunity for choice. In fact, you should see that your child gets exercise in making judgments on unimportant matters and reserve your commands very largely for subjects that are more important. For example, in affairs pertaining to the child's physical health, if

you know what is best for the child, present no alternative, but simply tell him what he is to do. On the other hand, in those cases where it will not make any difference which way your child decides, let him choose for himself.

For instance, if you are taking a walk with your child, you might indicate the advantages and disadvantages of choosing different routes; let him decide which way to go, then act upon his preference. If you are not willing in the first place to abide by his decision, do not discuss the advantages or disadvantages at all, but simply announce which way you intend to go. It is much easier and better, all things considered, for your child to heed your wish than to require him to take the course desired by you, against his own will, and after he has decided against your best judgment.

AUTHORITY AND AFFECTION

Often we have been asked if government by authority and government by



affection are not antagonistic. No, they are not antagonistic; they rather go hand in hand. In fact, you can establish the very best kind of authority in connection with great liberality toward the child. Speaking generally, children are not treated liberally enough. That is, they are not allowed to enjoy the fulfillment of their harmless wishes. The more you let a child enjoy his childish fancies and impulses when no danger or harm is involved, the better. Whenever your child asks if he may do a certain thing, the only question in your mind should be, "Will it harm the child in any way?" If not, then say, "Yes, you may."

DOING "FOOLISH" THINGS

Some parents in their effort to hasten that "grown-up" behavior in their children, or to "put an old head on young shoulders," as the saying is, refuse to allow them to do things which to the parents seem foolish. A recent cartoon illustrates the point perfectly. An en-

feebled grandmother, witnessing her little grandson slide down the banister, said, "Why, Tommy, I wouldn't slide down the banister." Tommy replied, "I know you wouldn't, grandma."

Disregard the slight humor which the writer of this dialogue intended and consider the truth presented in it. Many a boy five or six years old apparently considers his mother's or grandmother's age more judiciously than his mother or grandmother appreciates his immaturity.

Just because an act would not seem becoming to an older person, there is no reason to believe it would not be suitable for a child. Of course if he were scratching the varnish off the furniture or in great danger of falling off the steps, it would be the correct thing to prohibit such action; but the point is, do not keep the child from certain types of acts just because you would not do them.

A parent who continually gives commands that are unnecessary, sooner or later has trouble in getting the child to obey. The child must not be made to

feel that obedience works too much against his own interest. There are many cases of children who have turned out badly when absent from home because they were under too much restraint at home—they were not given enough freedom or practice in self-government. But although we must avoid multiplying unnecessary commands, it is very essential that your child be taught to obey all commands which you do give him.

LESSON 1

AIM

To teach obedience to a child between three and six years of age.

PREPARATION

Place two straight chairs facing the walls next to the corner of a room. On the chair which has a wall next to its right side, place a small white saucer containing two pieces of candy. Fudge or gum drops would be suitable, or if neither

of these are convenient, use any kind of food that you know the child will like. Place another straight chair in the center of the room and still another just inside of another room, so it can be seen through the open door.

DEFINITE INSTRUCTIONS

Go to the child smiling. Say, "I have something for you in the other room." Take hold of his hand and start into the room. Go at once to the two chairs and have the child walk in such a manner that he does not have an opportunity to reach the saucer on the way in. Turn the child around, immediately facing you. Grasp both of his arms near the shoulders; assume by your actions that it is very essential that he stand at a certain place. Have him step back a few inches as you say, "Stand right there." [See Illustration A.]

As soon as you have the child standing just where you want him, then immediately take your hands off of him, first



Under the influence of
little by surprise, his desire as he would



giving his shoulders a slight shake in order to get him to look you straight in the eye.

Pause about five seconds. If the child starts to reach for the saucer during this pause, say, "Don't touch it yet." Quickly take hold of the child's shoulders again and place him exactly where he was before, saying, "Stand right there."

As soon as the child no longer attempts to reach for the saucer, while you can count five seconds, then reach over, pick up the saucer, take a piece of candy out with your right hand, and give the saucer to the child with your left hand, saying, "You hold this saucer. Take it in both hands." Wait until the child does this; then put your left hand on the child's back, draw him a little closer to you, and with your right hand put the piece of candy up to his mouth. Do it in this manner: first look at the candy very closely, then very slowly put it to the child's lips, saying, "Bite this little corner—that's it." [See Illustration B.]

Next put the candy in the saucer, reach out your hands, palms up, saying, "Give me the saucer." After the child gives you the saucer, say, "Now you take it and set it on the chair." Hand it to the child and point to some spot near the corner of the chair next to you. Say, "Now you give me some candy—take it out of the saucer and give me a taste." Put your own face down close to the saucer and point to your mouth. In case the child does not seem to understand what you mean, take the candy out of the saucer, put it into the child's hands and start it toward your mouth. Just take a very little bite, scarcely opening your teeth at all.

Then have the child put the candy into your hand, saying, "Now, give it to me." Immediately put some candy up to the child's mouth again. After he bites off one corner, point to another corner with the finger of your left hand and let the child bite that off. Repeat this two or three times.

Put the candy back in the saucer.



This reward gains the child's confidence. As a result of this confidence, the child obeys in the future. The child does not realize that he is being taught obedience.



Pick up the saucer, hand it to the child, saying, "Now take this saucer and put it on that chair over there." Point to the chair in the center of the room.

Go over to the chair where the child is at once. Pick up the dish, sit down on the chair, take the candy out of the saucer and give the saucer to the child, saying, "Now you may take this saucer out and put it on that chair in the other room, then come back to me." Point to the chair visible through the open door.

Remain sitting on this chair, holding the candy until the child returns, then put your left hand on the child's back and give him a bite of candy with your right hand. After doing this, hand the rest to the child, saying, "You may have the rest." Let this end the lesson.

COMMENTS

The idea in this lesson is to lay a basis for the habit of listening to and obeying your commands. The right sort of obedience cannot, of course, be taught in a

single lesson, but Lesson 1 is so devised that even a spoiled child can be started in the right road to obedience.

It is next to impossible to give such important lessons as we are presenting in the presence of a Spectator. Mothers should insist that they be alone with the child and uninterrupted. There are several reasons for this. (1) The child is often distracted by the watchful eye of an onlooker at a critical moment in the lesson. (2) A third person may heedlessly interfere and not only interrupt but largely spoil the situation for future lessons. (3) The mother cannot concentrate her mind on the particulars of the "instructions" with critical eyes watching her.

Do not joke with the child for at least five minutes before giving these lessons and see that no one else does. The child who takes commands as a joke is the hardest kind to deal with, so do not let him get into a frivolous mood. Often the presence of another person in the room may so embarrass a child that he

will continually laugh to keep from showing his embarrassment.

In case the child should take too big a bite of candy or even take the piece out of the dish and put it into his mouth, do not scold him. That action indicates that you have failed to do your part. That is to say, it is your business to manage the child in this lesson so that he must do just as you want him to do. For example, when putting the candy to the child's mouth you can be sure that he will take a big bite if you allow him to; but he will not if you put the candy to his mouth slowly. Especially when it is almost to the child's lips move it very slowly, which will suggest that he is to take a small bite. Then when the child is near the saucer watch him closely so as to be ready to catch his arm should he make an attempt to get the candy.

Watch your child closely. This is always important. Study his every move. When the child shows that he wants more candy, do not try his patience too long, but reward him for waiting. When he

looks down at the candy and then up to you is an excellent time to reward him.

Practice daily on having him obey as in the lesson just given. Do not become satisfied with obedience regarding only one particular case. With that as a basis obtain obedience in other situations.

AN UNWISE THREAT

You would entirely violate its principles if in giving this lesson you should state it to the child like this: "If you do not do thus and so I will give you no candy." The child in that case would obey for the sake of the candy and for nothing else. The suggestion in the child's mind would be that if it were not for the candy he would not be obliged to obey. This would be especially unfortunate. Do not let your child get this idea at all.

Do not allow the child to see or eat any candy before time for the lesson. The child must be hungry enough to want what is in the saucer for two rea-

sons: one is that the candy must be so attractive that the child will naturally want to take it up; the other reason is that it must seem to be a good reward for not taking it up until told to do so. While the thought of candy in the child's mind causes him to obey, yet the lesson is planned in such a way that you are not buying obedience.

The correct way, as described in Lesson 1, is to apply the principle of expectancy. Let the child have "candy" in his mind if he cares to, but when it comes to asking him to do something, ask as though you expect to be obeyed at once, candy or no candy.

Do not let the emphasis in your conversation be upon obedience, however. The child must not know that he is being given a lesson in obedience, so be sure that no one else in the child's hearing speaks of the lesson as such, either beforehand or afterward.

Because of the way in which the chairs are arranged, the child will not be likely to try to run away during the lesson.

It is very often the sight of a place to which he might run which suggests to the child such an idea. A child standing with his face next to a wall has no thought of running through it.

SUGGESTING DISOBEDIENCE

In case, however, the child for any reason does want to get away, whatever else you do, do not say, "Don't go away," because this always makes a child have a greater desire to leave you. Take hold of the child's shoulders, place him just where you want him and say, "Stand right there." To anticipate a possible inclination of the child to run away, and to accompany that anticipation with a command to refrain from doing something which, as yet, the child has had no inclination to do, frequently serves as the strongest kind of suggestion toward the prohibited act. How Mrs. Blair erred in this respect is shown below.

EXAMPLE 1

Little Annamary Blair had just started to the kindergarten, where she learned many pleasing little selections of poetry and song. Her mother liked especially to have her say the following little verse:

"Hello, robin-red-breast, hello!
I wish that wherever you go
I could go there with you,
For it seems that we two
Belong to each other, you know."

Annamary knew a "wobin-wed-breast" by sight and seemed to see the bird as she talked.

When Mrs. Harley called, Mrs. Blair summoned Annamary and asked her to "say the robin-red-breast story."

The child took a step toward the door, evidently to see if a robin might be near.

Mrs. Blair said, "Don't go away."

Annamary hadn't thought of doing such a thing, but only of getting into a position where she could see the yard. Mrs. Blair put the thought of going into

her mind, so the child laughed and started for the door.

"Wait, Annamary, stop and say your 'piece,'" said her mother as she threw her arm around her child.

Laughingly Annamary broke loose from her mother's control and ran out into the yard.

"She never did that before," said Mrs. Blair. "I wonder whatever put it into her head to act like that."

Mrs. Harley only smiled, while she thought to herself, "Why, she did it because you suggested it to her."

COMMENTS

FIRMNESS

When you first lead the child into the room, by taking hold of his shoulders firmly and placing him at a given spot, you establish the idea of strictness, which will be a help to you throughout the lesson. Appear to know exactly what you want to do. This idea of exactness

in the mind of the person who commands always favors obedience on the part of the child. Absence of such clearness and definiteness in stating the command and in holding both one's self and the child to it leads to much vacillation and hence to failure, as in the case of Mrs. Reader in the example below.

EXAMPLE 2

Mrs. Reader looked out of the window and saw five-year-old Bert playing in the snow, handling it with woolen mittens on.

Bert had a pair of leather mittens lined with wool, which could scarcely be made wet on the inside by handling snow. His mother wished to have him put these on, since he was just recovering from a cold. She went to the door and said,

"Bert, come here."

"What do you want, mama?" he asked as he stood, hat in hand, just inside the door.

"Put on these leather mittens to handle snow."

"I don't like them. They are so stiff. Why do you want me to put them on?"

"They'll keep your hands dry. Your woolen mittens will be wet through."

"Why, my mittens are dry in the inside; see?" and he displayed a dry, warm little hand.

Mrs. Reader thought a moment and decided that he ought to change.

"But they soon will be wet through; here, put these on."

"They're so stiff. Let me keep these on and if they begin to feel wet I'll come in and get those; honest, I will; can't I, mama?"

"Well, all right, then, but be sure now to change if those get wet."

"I will, mama."

An older sister of Bert heard the conversation and said as soon as he was out of hearing:

"Now, mamma, you shouldn't do that way. Why didn't you make him change the mittens or not ask him to do so? No wonder his kindergarten teacher com-

plains that he argues with her to get his own way. We just let him talk us into anything at home."

COMMENTS

The sister's comment recalled to Mrs. Reader that she lacked firmness in her manner of treating the case. Her hesitation to take a firm stand had been shrewdly noted by Bert, and so he disobeyed her command to change mittens. No new factor had entered into the case. She simply unwisely let him persuade her into a postponement of duty, because she was not firm enough in her demands.

Had she been near to him and first asked such questions as: "Does the snow pack well? What are you making?" etc., so that his mind would be fixed upon the delights of his play and his mother's joy in his pleasure; and then had said slowly and deliberately, "Leave your woolen gloves near the register and put on leather gloves; you may play a while

longer," he would doubtless have obeyed without question.

If he nevertheless had said that he did not like the thick mittens, Mrs. Reader might well have said cheerfully, "Of course if you do not care to play longer in the snow, you may stay in, but if you do go out again you must wear the thick mittens."

After giving Lesson 1 to your child, be careful to avoid arbitrary commands which might hinder your progress in gaining perfect obedience. The following case shows a mistake made by Mr. Gerard.

EXAMPLE 3

The Gerard family was musically inclined. Mr. Gerard played the 'cello, Mrs. Gerard the viola, Wayne, aged twelve, the violin, Lois, aged nine, the piano, and David, aged six, was trying to learn to play the piccolo under his father's instruction. David had difficulty in covering completely the holes on his instrument with his little fingers.

One day at lesson time the following dialogue occurred: "Don't set your fingers up on end over the holes, David. Lay them down over the holes. That is the right way."

"I can cover them better if I put my fingers like this." (Setting them up on end.)

"You are mistaken, David. The proper way is to lay the fingers down over the holes."

"That may be all right for you, but I can cover them better this way." (Setting them up on end again.)

"David, don't you believe what I say?"

"If you say that about my fingers, you're wrong."

Mr. Gerard was astonished.

David was usually very respectful. What could he mean by discounting his father's opinion! Jones, a neighbor, played the flute exceedingly well.

Said Mr. Gerard, "Mr. Jones lays his fingers down."

"That may be all right for Mr. Jones,

but I can cover the holes better this way."

"Very well, I'll give you no more lessons until you say I'm right."

"All right, I can cover the holes better with my fingers this way." (Setting them up on end.)

So the lesson ended and Mrs. Gerard, hearing the talk from the next room, resolved to try to bring David to see that his father was right.

Hours after she said to the child, "David, don't you think your father is right about how to cover the holes on the piccolo?"

"He thinks he's right, but he's wrong, mother."

"Don't you want to take more lessons?"

"Yes, but I can't say he's right 'cause he's wrong."

The child was sincere. The only way to deal with him justly was to show him his error.

Mrs. Gerard studied the question thoughtfully, and found the solution.

She then said privately to David, "Look at these little mountains on my fingers." She pointed to the little raised places at the front side of the fingers near the end, and continued:

"Have your fingers little bumps like that?"

He looked and said, "Yes, mother."

"Don't you think they'd fit nicely into a hole?"

"Yes."

"Get your piccolo and try it."

"Yes, they fit the holes."

"Do you see now that father was right?"

"Yes."

"Will you tell him so?"

"Yes."

COMMENTS

Mr. Gerard made a mistake by commanding David, "Don't set your fingers up on end over the holes." This command, as stated, at once suggested fault-finding, which invariably has a bad effect

upon a child. Since Mr. Gerard's only idea in this instance was to help the child, it would have been more reasonable for him to give the child a logical reason for holding his fingers in the correct position instead of giving a direct command.

If Mr. Gerard wanted to put his suggestion in the form of a command, the better way to have stated it is as follows: "David, the correct way to hold our fingers—the way musicians do—is like this—[show him]—try it."

A word might be added concerning Mrs. Gerard's part. While she finally used a correct method and succeeded in getting the child to try holding his fingers in the correct position, yet, in first approaching David with the subject, she made a mistake by saying, "Don't you think your father is right about how to cover the holes in the piccolo?" David would naturally disagree with her right away. She should have started out by questioning him with regard to something with which he would agree.

Commands should always be made without reference to a child having done a wrong thing in the past, as this causes antagonism and stimulates an attempt at self-defense.

Every time a child is given a command in such a way as to antagonize him, it means a step backward in the process of teaching obedience. Try always to keep on the good side of your child, and especially in first making the attempt to teach obedience correctly be doubly careful to keep the child's good-will.

MODIFYING THE LESSON

During the next two or three days after you give Lesson 1, give two or three more lessons just like it. You can use different kinds of eatables and otherwise vary the conditions so that the procedure will not seem artificial to the child, but perfectly natural. The plan is to drill the child into the habit of doing everything you require. Be careful at first about giving commands outside of the lesson

which the child might not obey. Remember it is always better not to give a command at all than to give it and have it disobeyed. During the first few days that you are trying to teach obedience, give many easy commands which the child will like to carry out.

It is even an excellent idea, if you know beforehand what a child wants to do, to command him to do that very thing. It is always well to have the following thought in mind: *Each command that is disobeyed means a step backward; each command that is obeyed means a step forward.*

In the latter part of Lesson 1, it is proposed that the child be told to go to the chair in the center of the room and finally to the chair just inside the other room. The reason for this is a very practical one. The child must be taught to do things which require exertion as well as to obey minor commands which do not demand effort. So, after having him do anything you indicate in regard to the saucer and candy while standing at the

chair, the lesson requires the child to take these articles over to another chair. This he will do for two reasons: first, he will be in possession of the candy while he is walking and is curious to know what will happen after he goes over to the chair; secondly, you have so gained his confidence that he has started to do everything you say; it is now perfectly natural for him to keep on following your directions.

The last command is to take the empty saucer into the other room and to come back to you. This he will also do for two reasons: in the first place, you hold the candy in your own hands and he will not have possession of it until after the saucer is taken away; in the second place the experience of walking with the saucer from the chairs in the corner of the room to the one in the center was not unpleasant but rather pleasant.

It is always understood, even though it is not always stated, that the attitude of expectancy implied in the way you give your commands is an important cause for

the child's obedience. When telling him to take the saucer to a certain place, do not say, "Won't you—?" or "Will you—?" or "Would you like to—?" or "I wish"—but in a low, confident tone, with the child only a foot distant from you, tell him just what you want done, in the fewest and simplest words. You need not even say, "I want you to do so and so," but simply say, "Do so and so."

The *practice* of doing things at your suggestion is an important point in this lesson. The fundamental idea of all these lessons, of course, is to get the child's confidence, but, after winning this, you must drill the child—give him practice in carrying out your suggestions, beginning with the smallest and the most insignificant commands and gradually working up to more difficult ones so that there will seem to be no essential difference between the kind of commands you give in your definite lessons and those of your regular routine.

EXAMPLE 4

Mr. Bently was a commuter, living forty minutes' ride from his office. Arriving home tired and finding his usual seat by the fireplace, he was loath to leave it unless compelled to do so.

His five-year-old son, Harry, had for two years regularly brought in the evening paper and handed it to his father as soon as it was thrown upon the porch by the newsboy. Mr. Bently really appreciated this and often said so. He gave the child a rare smile and a hearty "Thank you, my boy," as he received the paper, but he paid little more heed to Harry during the rest of the evening. Harry would have just as happily brought other things to his father and then little by little learned to obey any command of either parent. But they did not cultivate obedience, so that the bringing of the paper, while right in itself, was not made a stepping-stone to establishing general obedience as it should have been.

Miss Strawick, a teacher and a friend

of the family, came to spend the weekend at the Bently home. She was a keen observer and knew Mrs. Bently well enough to dare to make suggestions to her.

Mrs. Bently said to her, "Harry doesn't seem to want to mind me."

"Have you ever noticed how nicely he brings his father the paper each evening?"

"Oh, yes; he enjoys that."

"Now, why do you suppose he enjoys it?" asked Miss Strawick. "I think you'll have a valuable bit of truth when you've thought that out."

Mrs. Bently studied the case and decided it was his father's manner towards Harry largely that caused him to get the paper gladly for him.

She conferred with Mr. Bently and they decided to take advantage of the good mood Harry was always in at evening time. After the father showed approval of his boy's kindness he had him do other things at his request and Mrs. Bently in the father's presence likewise gave easy

commands which were always followed by approval.

In the days that followed she cultivated a more intimate understanding between herself and the child. She granted his requests to go out and play, tell him a story, etc., by saying something like this:

"You are always so kind to me I want to do something for you."

The next time Miss Strawick visited them she found Harry to be not only an obedient but a happy child.

Mrs. Bently said to her, "Here, I had a daily example in my home of how to make a child mind and yet I never studied it out until you asked me to do so."

Miss Strawick replied, "You're not the only one who sees without comprehending. That's a trait common to us all."

COUNTER ATTRACTIONS

In giving lessons in obedience, use a room in which all the furnishings are familiar to the child. If this is impossible exhaust the attractive features by taking

time to allow the child to study them before the lesson begins. If a counter attraction appears unannounced upon the scene do not go on with the lesson and thus court disobedience. Simply drop it until normal conditions are restored.

EXAMPLE 5

Mrs. Crowell was making a dress for her five-year-old daughter, Dorothy. Usually Dorothy was an obedient little girl, but today she found it hard to come from her play with the children in another flat of the same building, who shared the back-yard with her.

The new dress was on and being fitted when the sound of a hand-organ floated down the alley.

"Mother, mother, I want to see the monkey. Let me see the monkey," begged Dorothy. She had learned from observation that organ-grinders usually have monkeys with them.

Mrs. Crowell wisely did not try to detain her little daughter longer, but has-

tily removing the unfitted dress, she arrayed Dorothy again in her play dress, and taking her by the hand went with her to see the monkey.

Dorothy tried very hard to stand just right for her mother after a return to the sewing-room. Mrs. Crowell did not attempt to work against a great counter attraction.

COMMENTS

Always remember to give your commands both during the lesson and afterward in a low, confident tone of voice. This cannot be emphasized too much. It is also important to have the child near you—that is, directly at your side or in front of you when you tell him what to do.

The farther away a child is from you the less control over him you will have. Most refusals to obey the particular commands are made when children are distant from their parents a few feet. There is a feeling of freedom and inde-

pendence which a child has when by himself which he does not have when within arm's reach of his parent. When the child is close enough to look squarely into your eyes, the suggestion of confidence, and also of your superior power, will influence him and have a tendency to make him obey. So it would not be a mistake for you always to have your child come up to you before you announce what you want him to do. Then, after he comes, you will have his entire attention, in which case the chances will be much in favor of his obeying you.

REFUSING TO OBEY

It is the failure to observe these points which causes so many children to disobey. When a boy is told to get a few sticks of wood while he is doing something else, or even when he does not appear to be especially busy, if he is some distance from his mother, he may be in a "put-it-off" mood, postpone it and so delay it, which of course amounts

to disobedience. He may give some mumbled excuse, or, if his digestion is bad, he may say, "I don't want to," or refuse in some even more unpleasant way.

The first logical thing to do when a child refuses to obey is to find the cause or causes of his refusal. Take up the matter immediately with the child himself. Either have the child come to you or you go to him. Sit down in a chair and put one arm around the child's shoulders. Do not ask him why he did not obey. This would suggest scolding. But ask the child if he is not feeling well, or if he is afraid to go where you asked him to go.

If he replies that nothing is the matter, pause just a second, look him squarely in the eye, and with his face near yours, say in a low voice, slowly, but firmly, "You may go, then, and get two sticks of wood." Wait as if you expected the child to go at once, give him a little time to think about it—that is, do not say anything in case he does not go at once. Often a child will wait a few sec-

onds, to test you out, to see if you "mean business." So do not try to rush him too much. To hurry might antagonize him, but to show him you firmly expect him to go will very likely cause him to go. In case the child does not heed you within a minute or two after you give the order, arise from your chair, get the child's attention by mentioning his name, have a firm but not angry look on your face, and say: "You need not go now." Leave the room without saying any more. In an hour, or any time later that is convenient, give the child a lesson in obedience similar to Lesson 2. Do not appear to be disheartened because of the child's formal refusal. Instead, you should be in a good humor so that your child will respond accordingly, because it is cheerful and willing obedience that you want to secure.

The method of going immediately to the child who has refused to obey some command, asking him if he is not feeling well, etc., implying that you think there must be something radically wrong with

him or else he would have obeyed, would be unwise if he were to refuse very often.

If he does the chore, as probably will be the case if you do as directed, let your satisfaction be known to him. Do some little thing for the child to make him feel truly happy. Do not moralize or discuss obedience, even by way of encouragement.

Your doing something for the child afterwards will have ten times more effect than anything you could say. Then after you have done some favor for him, and he is in a good humor, give him some easy tasks so that he may express his feelings in action. You will in this way have made a good impression; consequently the child will be less likely to refuse the next time you give a difficult command.

This is a good way to strengthen your child's habit of obedience, especially at the beginning of your teaching. Whenever you command your child to do a piece of work that is harder than usual, commend him or arrange to render him

some little favor immediately after his task is completed.

EXAMPLE 6

CO-OPERATING WITH THE CHILD

Mrs. Powers had many rare house-plants which she herself cared for.

When Mrs. Parmele was visiting her she said:

"Your plants are so rare and yet so healthy. What is the secret of their vigor, I wonder?"

"Bobbie and I take good care of them," said Mrs. Powers.

"Bobbie! What can he do?"

"I'll show you what he can do." Turning to her four-year-old son, she said, "Let's water the plants, Bobbie."

"A' wight," said Bobbie happily, "tum on."

"You carry the dipper and I'll bring the bucket," said Mrs. Powers, as they started from the kitchen to the living-room.

She paused before the flowers; Bobbie pointed to one of the pots, saying,

"Iss one."

"Very well, we'll take that one first," said his mother.

"Iss one," said the boy, pointing to the next one with a smile.

Mrs. Powers watered them as he pointed them out.

"Oh, we've skipped one," she finally said.

When all had been watered she said to Bobbie, "Now we'll carry out the bucket and dipper."

After they returned to the living-room and Bobbie had gone out in the yard to play, Mrs. Parmele said, "Why do your children all enjoy working, I wonder?"

"I'll tell you the secret of it. Did you notice how I talked to Bobbie?"

"I noted nothing peculiar about it."

"Well, I find my children enjoy working in partnership with me, so I say 'we' often when I want them to do a thing."

"Is that all?"

"That seems a small thing, but it is important. They take it as a compliment to be able to work with me. Their coveted reward is the expression of the fact that they are helping me in my work. If I can't share in the work itself I can at least say, 'I am glad to have you do that.' Any such expression is a reward to a child."

CARELESS COMMANDS

If a father or mother thoughtlessly gives a command and fails to throw into it the necessary expectancy, there can be no sort of excuse for the punishment that so often follows. Perhaps father is deeply absorbed in the evening paper and casually remarks, almost in a whisper, to his son, "Remember the mail when you come from the bakery." His whole attitude might be that of a dreamer. The boy is scarcely awakened from his attention to his plans for play and actually forgets to do the second errand. A severe punishment follows.

The boy has a lesson in disobedience enforced by his own father.

Instead of this, wide-awake attention when making the command, coupled with an insistence which impresses the child, is the only fair method in assigning a duty. Save the child from becoming a victim of his own weakness, by either giving strong commands, uttered at an appropriate time, or omitting them altogether if too much occupied to manage the child properly.

In order to gain the full value from this lesson, the mother must have a complete understanding of the spirit in which she must always approach her child when giving instructions; only so can she hope to be successful in the method outlined above.

A mother must first of all understand her child. It is of primary importance that she should see the situation from his standpoint.

If she is willing to attempt to teach this lesson only on the ground that she will hereafter be the child's master, she

may never hope to develop in her son or daughter that sense of responsibility (the goal of all training) which will enable him to confront any situation in life with perfect confidence in his ability to meet it.

NAGGING

Decision in the parent's mind, assurance that his word will be carried out, should be back of every command. Avoid, if possible, even the chances of letting a child refuse. One of the greatest mistakes in the training of a child is made by a mother who is constantly nagging at her son or daughter, when, in reality, she has no idea her words will be heeded. In fact, she intimates this very thing by the indecisive tone of her voice and by the words of her implied command, in actuality no command at all, but rather a useless complaint.

EXAMPLE 7

Mother Thompson was baking cookies. Millie knew this by the delicious, spicy

odor that floated out to the back-yard where she was wheeling her doll, Mary Ann, up and down the back walk. Her busy little brain weighed the pros and cons of asking for cookies or trying to get them unobserved.

"I don't want mama to talk," she mused. "I'll wait till she goes out of the kitchen."

But as she neared the back door the delicious odor conquered her. Stopping her buggy and giving it a few shakes to keep Mary Ann dozing, she approached the back door.

Luckily her mother was intently peeping into the oven with her back to the door. The table on which steamed the hot cookies was almost within reach. Millie tiptoed to the table and had just secured two when her mother said complainingly, "Oh, of course you'll have to eat a lot of cookies, won't you?"

Later Millie wheeled Mary Ann in at the front door and left her buggy in the front hall.

When the bell rang fifteen minutes

later, Mrs. Thompson almost fell over the doll carriage.

Having dispatched her business with the caller, she saw the overturned baby buggy as she came back through the hall and said, "Of course you couldn't put your doll where it belongs, could you, Millie?" in a sarcastic tone of voice.

Later she said, "Here's your hat on a chair, Millie. I suppose I'll have to put it away myself."

That afternoon Millie was playing with Esther Pratt, in the adjoining yard, when Esther said,

"It's hot out here. Let's go and see mama. I like to hear my mama talk."

"I don't like to hear my mama talk," said Millie.

Mrs. Thompson, who overheard this conversation from her back porch, was shocked and deeply hurt.

"Millie doesn't like to hear me talk! What does she mean?"

She reflected on her usual method of talking to the child.

When she heard Millie coming into the

house later, she opened her lips to say in a complaining voice,

"I didn't expect you yet," when she remembered and her face flushed slightly as she smiled and said cheerfully,

"I hope you had a nice time with Esther."

Millie's eyes widened with astonishment. She put her head on one side and regarded her mother curiously. The *spirit* of her address to the child was so changed.

"Please put away your hat, Millie," kindly said her mother.

"Yes, mama," said Millie as she ran away with it. It was the mother's turn to be surprised, most happily. She understood in that enlightened moment the difference between "Please" and "Of course you won't . . ."

A DEFERRED OBEDIENCE

Many times a parent makes a mistake by telling the child that pretty soon or in a few minutes he must do a certain task,

and expects the child to do it without a further command. This is a poor method of cultivating obedience. If you wish to announce beforehand that you want a child to run a certain errand, either tell him *definitely* when you want him to do it, or else say, "In a few minutes, I shall want you to come here." Then when you are ready, say, "Come here," not letting the child know what you want until he comes to you.

In carrying out the policy in your regular routine of having the child come to you when you want him to do something, you will need to teach him to heed the command, "Come here." Instructions for teaching this form of obedience may be found in the lessons that follow.

PROBLEM

"My boy is now three years and nine months old. He has been an unusually healthy child and I believe he has been well-disciplined. But recently he has gotten into the habit of whining and try-

ing to put off commands. For example, when playing I have always required him to put all his things away before he was too tired. Now when I say, 'Let's get our blocks put up before the sandman comes around,' he will say, 'I don't want to pick them up until tomorrow.' Can you tell me where I am wrong and what is the correct course to pursue?"

SOLUTION

Your method has been right up to the present time. Of course, now that your boy has begun to take advantage of the method of mild, cheerful suggestion it will be necessary for you to change your method slightly to meet the new emergency.

A little more firmness will be required. But you will have to use caution lest you antagonize him and encourage stubbornness.

A great deal of importance attaches itself to your first few attempts at using firmness. Therefore it is advisable to

adopt some such plan as the following:

The next time he says, "I don't want to pick them up until tomorrow," or tries in some other way to put you off, smile slightly, reach out your hand in a friendly way, saying, "Come over here with mother." Lead him in a friendly way to the nearest chair, sit down, have him stand directly in front of you, facing you, and with a very calm expression on your face, say, very slowly: "We will pick up the blocks now and we will then play a little game." Pause between each word, which you should speak firmly and in an expectant manner. Then start to pick up the blocks. If he helps you, make it a point to pick them up quickly so he will get the impression that it will not take long.

If he is slow to begin, don't do much yourself before he comes. Say, "I'll pick up this one and you pick up that one over there." Point to some definite one, which will make it more natural for him to reach for it, and when he reaches

for the first one, he will be past the most difficult part of the operation.

Just one more point. If he makes a remark that he wants to play your game first and put off the blocks, don't contradict him too quickly by saying, "No, we'll put away the blocks first." But instead, speak very slowly and calmly. Merely say, "We will put the blocks away first."

It will help your boy to obey you if you realize that he will not be able to enjoy the game until after he has done as you wished. And after you win a victory on a few occasions by using quiet firmness in the manner prescribed, then you can more easily accomplish the same thing without the use of any privilege.

LESSON 2

AIM

To teach a child to start toward you immediately when you say, "Come here," and to go to a certain place upon command.

PREPARATION

Place your chair with back to the wall. Place three other straight chairs facing yours—the first chair about four feet away and a little to the right, the second chair about six feet away and straight in front of your chair, and the third chair about eight feet away and a little to the left.

Have lying at the side of your chair an old, soft hat.

DEFINITE INSTRUCTIONS

Take the child into the room, holding his left hand in your right. To get the child to give you his hand willingly, go up to him as though you were full of enthusiasm, smile and say, "Let's have some fun." Take hold of his hand and begin swinging back and forth as you walk rapidly into the room where the chairs have been arranged. The child's curiosity will fill his mind so that he will not think of refusing.





An enjoyable experience caused by approval of the way the big black hat looks on the child's head puts him into a co-operative mood.
Principles involved: Approval and Co-operation.

Illustration A

As you approach your chair, first pick up the hat, then have the boy stand in front of the chair which is four feet away from yours. As you stand at his side, place the hat on the side of his head; step in front of him, keeping his attention on yourself, but appear to have *your* attention on the *hat*. [See Illustration A.]

As you sit on the edge of your chair, reach out with your left hand and grasp the boy's right arm near the shoulder. Say, "Come here," and at the same time pull him toward you, still keeping his attention on yourself while you are looking up at his hat. As he approaches, just before he gets entirely up to you, begin to fix his hat. Take it off his head, then immediately set it down over his ears, then set it farther up on his head, etc.

Next, sit back farther in your chair, say, "Come here," and quickly draw him close to you. Put your hands on his shoulders and turn him around quickly. Let him stand there while you rise and walk over to the first chair, looking at his

hat while you do so. Sit down on the edge of the chair, extend both hands about a foot and a half apart, palms up, and say, "Come here." [See Illustration B.]

If he comes at once, fix his hat a little differently, then go back to your chair and repeat the command. After he comes this time, go to the second chair and say, "Come here," and then the third.*

If at any time he should fail to come, put your chair closer to him; get him to respond while near you, then gradually increase the distance.

When he will come to you at command from any chair to another one, then teach him to go to different chairs at command. To do this proceed in the following manner:

As you sit on the edge of your chair, turn the boy around with his back toward you, and do something with his coat. If there is a collar, turn it up and down once or twice, jerk his coat from the bottom two or three times, etc., and then say,



Practise in obeying commands is essential to the development of the habit.
Principles involved: Suggestion and Expectation.



"Go over to the chair." Extend your right hand, palm up, pointing toward the first chair. If he seems to be slow, help him to get started more quickly by pushing on his back with your left hand. Push him only a few inches. The idea is simply to get him started quickly at command.

When he reaches the chair say, "Come here," then put his shoulders back and say, "Now go to that chair," at the same time have your hand pointing toward the second chair.

Do the same thing in regard to the third chair and end the lesson by taking the hat, putting it on yourself, and smiling as you leave the room.

COMMENTS

This lesson is adapted to a girl just as well as to a boy. Instead of using a man's hat, use an old jacket, or some old-fashioned lady's hat, in giving the lesson to a girl.

This lesson is so devised that the child's

mind is not on the subject of obedience at all. His mind is so filled with curiosity that he obeys your commands because he is eager to know what you are going to do next. Every suggestion in the lesson is in favor of his obeying, and as the result of obeying he gets a certain amount of pleasure and satisfaction.

So in case the child is slow to obey at any time in the lesson, it would be unwise to call attention to that fact. Appear to have your entire attention on the way the hat or coat looks, and take for granted that the child will do as you say: if you do as the lesson requires, he will obey.

The idea of not letting the child know during the lesson what you are going to do next is just as it should be; this should also be practiced in the daily routine. The child, when told, "Come here," should not know beforehand whether you want him to run an errand or eat ice cream.

The child should not be allowed to associate the words, "Come here," with either

pleasant or unpleasant experiences. He should be taught to obey the command whenever it is given. Of course, in teaching the command, as in teaching anything else, you must, first, if possible, associate it with pleasure. Then after you have taught it correctly, you can give any additional command you care to, even though it may be unpleasant to carry out, and it will not make your child disobedient to the command, "Come here," in the future.

Never give commands like this: "Come here and get ready for bed," or "Come here and have your face washed." It is better first to give the simple command, "Come here," and then wash the child's face without any command. Or, if you want the child to come from his play and get you a wash-rag with which to wash his face, give the simple command, "Come here," and when the child comes to you give another simple command, "Bring the wash-rag."

Very few authors have ventured to attempt anything definite as to lessons in

obedience that would be applicable to children of different ages. One author, in a book before me, has given one lesson in obedience, devoting but two paragraphs to it.

He speaks of a child who is just "old enough to understand what is said to him." The father or mother is supposed to say, "Come to me and have your face washed." He suggests that the child will probably refuse through simple ignorance of what is meant, whereupon some radical act of discipline is necessary. "In this case," he says, "the child must be brought by means of physical force." He proposes that the parent go over to the child, take him by the hand, and cause him to trot across the floor at a rather rapid rate, while saying, "Come and have your face washed." If a few treatments of this sort fail to work, he urges a gentle spank or two.

There are three important points to consider in this method. Let us take up each point separately.

AVOID COMPLEX COMMANDS

In the first place, the complex command should not be used. To say, "Come to me," is a simple command. To say, "Come to me and have your face washed" is a complex command because it involves two commands instead of only one. The idea in the latter case may seem so unpleasant or so difficult to perform that it is only natural for the child to be slow to give up in play or even to act stubbornly about coming. You will find that a child who is given complex commands will always seem to be more stubborn than a child who is given simple commands because in the former case, a child has an opportunity to get his mind set against obeying when the command is first given.

It is a great advantage, when it comes to getting a difficult command carried out, if your child has already stopped his play and has come to you ready for your second request.

The more simple you can make a com-

mand the better. For example, if a child is looking at a picture in a book, and you want him to do something for you, even the command, "Come here," might be preceded by the simple command, "Close the book."

The latter form of command is simpler to obey since "Come here" involves not only the act of coming here, but also the implied act of closing the book. It is especially important to regard this point of simplicity in command until after obedience has been properly taught.

It is better to give simple commands even though the thing that you want the child to do afterwards would make him more willing to come if he knew what it was. For example, if someone wishes to talk to an older child on the telephone and you are about to call the child, who is out of doors, do not say, "Come here—quick—hurry—someone wants you on the telephone."

Better say merely, "Come here, please," then when the child comes up

to you say, "Telephone." Try this and note the good results.

NEGATIVE OBEDIENCE FIRST

The second point or objection to the method described, is that the attempt is made to teach positive obedience before negative obedience. This method is defective, because in first teaching obedience correctly to a child between one and two years old, one must have a direct check on disobedience. In telling a boy who is away from you to come to you, you have no check on him at all. That is, you cannot deal with the first impulse properly or quickly enough; this instant control of the first impulse is of very great importance in child training.

PHYSICAL PUNISHMENT

The third point is that the method may demand physical punishment. If a child likes to have his hands washed, he will come at once; if he does not like to have his hands washed, to trot him by physical

force toward the basin would antagonize him so that he would become stubborn. If the child becomes rebellious, physical punishment may seem to be the only thing. This Course tries to keep entirely away from corporal punishment, maintaining that there are better and more direct means of appealing to the child's mind.

Two fundamental points about the methods of this Course make it possible for one who follows it to succeed with the least amount of corporal punishment. One is that obedience is taught by beginning with the simplest commands and those on which you have a direct check. A great source of trouble with most people who try to teach obedience is that they command a child to do something when they are too far away from him and so have no check on him at all. If the child obeys—all right, but if he disobeys they think he needs to be punished. This is where they are mistaken; they should not give a command in the first place unless they are very sure it will be

carried out. And even after a child has disobeyed, this Course does not prescribe whipping; teach obedience by a definite procedure—not a procedure which puts obedience on a basis of fear, but one that gains obedience through confidence.

The other reason why this Course succeeds without corporal punishment is that the lessons are so devised that obedience seems to favor self-interest. You are working with your child and not against him in the lessons.

PROBLEM

“My five-year-old boy can dress himself quite well but it is almost impossible to get him to do so in the morning. Instead he wants to play and tease his older brother. Coaxing seldom does any good and commands, though given in a pleasant way, are apt to be answered by very impudent remarks such as ‘I won’t do it.’ This happens about every time he is asked to do something which does not please him. What method would you

suggest for me to use in breaking him of this bad habit?"

SOLUTION

Your boy will be easily managed, if you succeed in gaining his confidence.

Take him out for little strolls as frequently as you can find time to do so. Tell him all you can about the birds and flowers, the insects and trees and plants and animals that you see. Show an interest in teaching him things about nature. Show an interest at all times in his having a good time. By carrying out this idea, you will soon gain his confidence. And after you have gained his confidence, he will like better to carry out your suggestions.

Another good idea is to talk about things in advance. Make up your mind that you are going to arrange your work so you can take a little stroll with him the next day and then keep talking about all the interesting things you might possibly see. The effect of this will be good.

You not only get the good effect which naturally comes from this co-operation, but since the pleasure is ahead and dependent upon you for the execution of it, he will be very "thoughtful," realizing that you have the power to deprive him of this privilege if you have reason to do so.

Now in regard to firmness. I feel from the description of your child's behavior that you would be helped by a little advice as to how to be firm without antagonizing the child. Of course, after gaining the child's confidence, this point will be much more easily handled, but even so, you should adopt the following suggestions:

Make it a point not to tell your child he is not to do a thing until after you have made sure that your child realizes you are in a proper spirit. Don't leave any doubt on this point. First, have the child come up directly in front of you. Pause before saying anything at all to indicate that you are not hasty or in anger. There is such a thing as a posi-

tive expression of calmness. Aim at cultivating this expression. Let your face show calmness and make every movement of your body and hands slowly. Allow time between your words. Speak softly. But let your words indicate your absolute faith and expectancy that the thing suggested will be done without question.

Expressions like "I won't do it," would probably never have started if the method prescribed had been used. But handle the problem from this time on as follows: Never allow a wrong word to go uncorrected. Don't correct the child at once. Wait a few seconds until you get yourself in absolute control. Then have the child come to you and very impressively and confidentially advise him that he is not to use any such expression in the future. Don't scold him for what he already has done. Simply let him know quietly but firmly what will be expected of him in the future.

In regard to your boy's delay in getting dressed in the morning, don't coax,

don't make too much of an effort to ask him in a specially pleasant way. Of course, you will ask him *calmly*, without showing temper, but at the same time, a certain firmness in your attitude is essential.

It is advised that you say something of a cheerful and friendly nature, perhaps referring to some fun you intend to have with him later in the day to put him on the most friendly basis. Then, announce in a very low, confidential way that you are going to have breakfast soon and that you shall expect him to be dressed in time.

LESSON 3

AIM

To teach a child to run at the command, "Quickly."

PREPARATION

Place three dining chairs equi-distant from each other, about eight feet apart, with nothing on the floor between them.

DEFINITE INSTRUCTIONS

Go to the child when he is not too busy doing something else, smile and say, "Let's do something." Take the child into the room, sit on the chair nearest the door and have him stand in front of your chair facing you. Then simply explain what he is to do. Say to him, "Now when I say 'Quickly,' you must run to me very fast."

Pause a few seconds, then rise; take the child's right hand in your left and his left in your right and turn him around.

Say, "Come here," and immediately walk backward, leading the child toward the second chair. After you have gone three or four feet, say "Quickly" somewhat sharply and at the same time start to run backward as fast as the child can run.

Stop and let the child rest at the second chair, sit down and take him on your knee. Say, "That was fun, wasn't it?" Repeat this running backward from the

second chair to the third and from the third to the first and so on, just as you did in going from the first chair to the second, holding both the child's hands. Next, try it without holding his hands but walking backward, and going through the same motions as before.

Each time you arrive at a chair, whether it be the first, second or third, say, "That's good," or use some similar expression.

As soon as he will run at the command, "Quickly," when you run backward in front of him, have the child stand in front of the first chair while you walk over to the second one. Just as you leave the child say, "Now you stand right there." Go alone to the second chair and sit down. Then, extend both arms toward him, with palms of the hands up and say, "Come here."

In case the child does not start to come when you first say, "Come here," walk up so closely to him that he will come when you extend your hands and say, "Come here." Repeat this com-

mand, getting a little farther away each time until you are at such a distance from him that you can test him with the other command, "Quickly."

Keep the arms extended until the child comes within three or four feet, then say, "Quickly," and at the same time make swift little movements with your hands, appearing to be very enthusiastic, thus making the child start to run more quickly.

In case the child starts to run when you say, "Come here," before you say, "Quickly," go rapidly to the child, saying, "Oh, I forgot to tell you—when I say, 'Come here,' you just start to walk. Now let's try it again." Go back a few steps and say, "Come here." If the child runs again, approach him quickly as before and explain it again. Do this until the child will simply walk when you say, "Come here," then after he walks two or three steps say, "Quickly," and appear to be very enthusiastic. When the child quickens his steps, encourage him a good deal and

have him repeat the procedure two or three times more. As soon as you feel sure that the child has the point of the lesson, it is best to stop.

In case the child comes to you at command, but is slow to run when you say, "Quickly," or simply continues to walk instead of running at all, take him immediately back to the place from which he started and as you are about to leave him say, "Now, when I say, 'Quickly,' you must run to me very fast."

Go away from the child about six feet and say, "Come here," and just after he takes a step or two toward you say, "Quickly," and move your hands quickly up and down.

Whether he starts to run at once, or just hastens his walk a little, reward him at once by saying, "That's the way," and at the same time lift the child up on your knee. Test him further immediately by repeating the procedure between the second and third chairs and the third and first until the child starts to run the moment you say, "Quickly."

End the lesson by saying, "That was fine, you know what 'Quickly' means now, don't you?"

COMMENTS

Three things help you to gain the point of this lesson—imitation, suggestion and encouragement. In doing the same things yourself which you want the child to do, it is much easier for you to get him to act than if you merely explained.

In reaching out your hands, palms up, when saying, "Come here," and also moving your hands quickly, after saying, "Quickly," you suggest to the child the proper response.

ENCOURAGE THE CHILD

The element of encouragement is important. Let everything in this lesson be put through with the best spirits. No matter how slow the child may seem to be, do not become impatient, or, above

all, do not show that you are. Of course, it would be unwise to praise him for something he did not do, but assuming the child is doing the best he knows, watch carefully for the least improvement and when you see it, show at once that you are very much pleased, using such expressions as, "Good—that's fine," etc.

EXAMPLE I

From the back door of the Morrison home to the garage at the back of the lot a cement walk was laid. This walk was bordered on either side by flowers of a hardy nature which were grown to furnish cut flowers.

Four-year-old Emily enjoyed running up and down this walk while her mother sat on the back steps watching her. She was accustomed to go slowly to the end of the walk, looking at the flowers on either side as she went, sometimes plucking one. When she reached the end of the walk she always turned about, smiled and started to advance more rapidly

toward her mother. If Mrs. Morrison put out her hands as the child was coming toward her, Emily always started to run. When she reached her mother, Mrs. Morrison would pat her cheek with her hand and talk to her happily a moment. Then Emily repeated her journey exactly as before.

Mrs. Morrison decided to drill her upon obeying the command, "Quickly," as well as how to follow the motion of extended hands.

At first she said, "Quickly," just as she extended her hands, but later she used the command without the gesture.

She varied the program by sitting in the swing and letting Emily play about the yard, saying once or twice during the play hour, "Emily, come here—quickly." The child obeyed gladly and was always rewarded by at least a word of praise, such as, "That's good. I like to have you run to me," or some similar remark. When Emily had learned the command perfectly, an understanding smile was exchanged between them when-

ever she reached her mother's side after a command to come.

One day Emily stood in the middle of the adjoining street. Her mother was sewing in the swing. An unusual sound attracted Mrs. Morrison's attention to the street and she looked up in time to see a runaway team of horses making straight for Emily. The child seemed too frightened to move.

"Emily, come here, quickly," called her mother, as she started toward her.

The mother's voice seemed to arouse the child from her terror. She rushed into her mother's arms less than a half minute before the team dashed past the spot where she had stood.

COMMENTS

In regard to the point of encouragement it is very important to note the first impulse in the right direction, especially in the child who is timid or slow. An illustration might show more clearly what I mean. A little neighbor girl of only

three years occasionally comes over and "sings" for me. She sings just as well from a newspaper or any other reading matter as from a book. One day she happened over when some people were on the veranda. I reached for a book which was lying on the edge of the flower-stand and at the same time I saw that she was very timid, owing to the presence of my visitors. She was perfectly silent and when I set her upon my lap, instead of paying attention to the "song book," as usual, she turned her face and merely gazed at the company.

Now, instead of telling her to look on the book and sing, a sure way to cause antagonism and disobedience, I appeared to concentrate my entire attention on the book, paying no heed whatever to the "company." I let her look at my friends a few seconds, while I turned the pages of the book. Then, to direct her attention to the book I slapped it with my hand twice, and when I had her attention, I began to turn pages and talk about which one we would sing. "Shall

we sing this one? No, we don't want to sing this one. Let's turn over here—shall we sing this one?—No, we don't want that one—Oh, I know one we want to sing—(after turning over several pages very rapidly). Here—this is the one—let's sing this one.” I held the book up higher and began to sing a song that the child always liked to sing. I sang only four or five seconds, then said, “All right, let's sing another one.” I turned over a few pages. “Let's sing this one.” Then I held up the book again and began to sing the same piece. This time I instantly noticed the child's lips move slightly and I said, “That's good; let's sing another one.”

After one or two more efforts like this the timid child had forgotten there was any “company” around and was “singing” hilariously.

The important point to get from this illustration is that even though a child does not actually do what you want done it is better not to call attention to the omission by continuing to coax him. Ra-

ther treat him as though everything were all right and make the conditions more favorable for the next occasion.

To intimate to the child just the opposite—namely, that he is not following your wishes, always means trouble and often complete failure. In dealing with the little three-year-old girl, if any of my visitors had been inconsiderate enough to interrupt me by asking the child to sing before I was ready, I would have been quick to say, "No, we must find the right song first." And again, if the little girl had proposed not to sing some selection after I had decided upon it, I should agree with her and say immediately, "No, we don't want to sing that one." The particular point I was after then was to get her to "sing" as quickly as possible, and it made no difference from what page.

TWO THINGS TO AVOID

(1) If your child is too young to run entirely across the floor with ease, do not

give the command, "Quickly," unless the child is near you because he should learn that "Quickly" means to run from the moment he hears it till he reaches you.

(2) Avoid giving many commands before guests until you have taught obedience perfectly because *a child can be made to appear spoiled before "company" and yet obey all right when at home alone.* A child either through timidity or desire to show off may disobey a command before others. It is often inconvenient to "follow up" an act of disobedience properly before visitors, so the better way is to avoid commands as much as possible until after you have thoroughly drilled the child in obedience at home. If you bear in mind this caution at first you will be rewarded well afterwards by perfect obedience both at home and elsewhere. There is scarcely anything more pleasing than to have your children smile and obey your every suggestion whether others are looking on or not.

SAYING "QUICKLY" TOO OFTEN

Do not abuse the word, "Quickly." That is, do not use it every time you say, "Come here." It tends to lose its meaning. Many a mother "wastes ammunition" by telling her child to come to her and then almost before the child has time to move, she follows it up by saying, "Quickly—hurry up—run." When she succeeds in getting all three of these words in before the child starts, she has succeeded in getting her child to disobey all three. And a mother who does this very often would have nothing at all to fall back upon in case of emergency. If your child does not start immediately when you say, "Come here," he does not need to be told "Quickly"—he needs rather to be taught to obey the command, "Come here." The command, "Quickly," should not be used unless you intend the child to run and, as a general rule, it is better to reserve the command for cases where quickness is necessary.

EXAMPLE 2

Freddie Kulp, aged five years, had two younger sisters and so seemed much older to his mother than if he had been her only child.

It was her custom to send him on errands and always in a hurry.

"Freddie, run to Mrs. Matthews and borrow some matches. Hurry. I want to light the fire right now." Or,

"Freddie, run to Mrs. Matthews and borrow some baking-powder, quick, or I'll not get the cake done for luncheon." Or,

"Freddie, run to the store and get me some blueing. I can't put out the washing till you come."

One evening, Mr. Kulp sat by the window in the front of the house. He heard his wife say, "Freddie, run to the store and get me some salt, quick, I want it right now."

Mr. Kulp saw Freddie walk slowly down the street, pause a few minutes to watch some boys playing marbles, saunter

on again till he met a playmate with whom he talked a moment, then move slowly out of sight.

After more than enough time had elapsed for him to be in sight again, his father saw him returning. He stopped to pat a neighbor's dog on the head, gazed long at a kite over his head, crossed the street for no reason, and finally reached home with the salt.

"Freddie, come here," called his father. "Didn't your mother tell you to hurry up with that salt?"

"I dunno. Did she?"

"She certainly did. Now, why didn't you hurry?"

"Aw, she always says 'hurry.' She don't mean it."

A queer smile stole over Mr. Kulp's face. He later said to his wife,

"Alice, do you always send Freddie on his errands in a hurry?"

"Not always. Why?"

"Well, it seems that he's heard 'hurry' so much that it has no weight with him. Suppose you do not ask him to hurry

except in extreme cases; then watch him to see that he really does hasten."

Mr. Kulp reasoned truthfully that nothing would be lost by dropping the "hurry" out of all commands given to Freddie for a while, since he didn't heed that part of the command anyway.

PROBLEM

"Our boy, aged five, is an energetic lad and has a very decided nature. He says 'No' as if he meant it. Often when we ask him to come in the house out of the rain or sun, he exclaims, 'I don't want to; I want to stay right where I am.' The other day he asked his mother to be allowed to carry a package, and when she let him, he carried it about a block and threw it down, saying he didn't want to carry it. When we are severe with him, he becomes sullen. What would you suggest?"

SOLUTION

What your five-year-old boy needs most of all at present is a greater amount of friendly companionship from you. Make up your mind that you are going to gain this boy's confidence. Then, when you have gained his confidence and good-will, it will be an easy matter to change his saucy habits.

To gain his confidence, apply the principles of Initiative in co-operation and approval. Enter more enthusiastically into your boy's life, his boyish interests, his activities, whatever they happen to be. If he is interested in motion pictures, talk about motion pictures; if he likes to play ball, talk about ball and teach him more about playing it. Play little games with him and get him to feel that you are the best friend he has. Be thoroughly sympathetic.

Suggest various things for him to do in your presence such as jumping, running, etc. Then, approve him both at the time and later in the presence of

others. In this way, you are sure to gain his good-will.

Do not ask him to do very much during the first two or three days. Simply devote your time to getting him completely on your side. You can then begin gradually to expect more and more of him.

When you ask him to do anything, do not announce the errand when he is in another room or outdoors. Make it a rule for a few days at least to have him come to you before he knows what you want. If you discover by his manner that he is not in the best spirit, say something in a friendly way about his play and smile so that he will be in as good a humor as possible; then, incidentally announce what you wish him to do.

If your child easily becomes sullen, you must be firm, but do not try to force action too quickly. A sullen child is a bit like a balky horse; you need to give his mind a little time to act or it may become confused and cause great waste of time—and patience as well.

The most serious mistake you can make is to allow your own temper to influence your method. The child naturally imitates your mood and so a bad case is simply made worse.

If your child has acted stubbornly or said something unbecoming, it may be wise to postpone the correction until the child is in a receptive mood. For example, when you are playing with the child in an enthusiastic way, stop suddenly and in a low, serious tone, say, "Oh, yes, I wanted to tell you something." Then explain in simple, direct words how you expect him to act in future, and end by saying: "You can remember this, can't you?" Immediately continue the play.

Treat the obstinate child with confidence in the manner prescribed and he will gradually cease to be obstinate.

LESSON 4

AIM

To give a child further drill in obeying the commands, "Come here," and "Quickly"; also, to teach him to stop instantly at the command, "Wait."

PREPARATION

Same as for Lesson 3.

DEFINITE INSTRUCTIONS

Take child into the room, place him in front of the first chair and take hold of both of his hands, one in your left hand and one in your right. Say, "Come here," and immediately start to walk backward. Go three or four feet and say, "Quickly," at the same time starting to run backward with the child, exaggerating your movements as you start to run. When you reach the second chair, sit down quickly and have the child stand

at your knee. Then leave him in front of this chair, walk three or four feet toward the third chair, turn around, reach out your hands and say, "Come here."

When the child comes within two feet of you, begin to walk backwards and when you are about a foot from the third chair, say, "Quickly." If he quickens his step at all, say, "That's the way," and reach out, grasping the child below the arms and having him stand at your knee again as you occupy the third chair.

Next, have the child stand in front of the third chair while you walk over to the first one. Sit down on that chair facing the child and if you have his attention, reach out your hands and say, "Come here."

When he comes within four feet of you, move your hands quickly up and down and if the child does not start to run at once at the command "Quickly," say, "Let's try it again. Now this time, when I say, 'Quickly,' run very fast." Go away only four or five feet and give the commands, "Come here," and

"Quickly." Repeat this process until the child does respond instantly.

As soon as the child will start to you within two or three seconds after your command, "Come here," and quickens his step within a second or two after your command, "Quickly," say, "Good. Isn't that fine?"

Pause a few seconds and say, "Oh, here is something else I want to show you." At the same time take each of his hands in yours. Pause a few seconds, then say, "Come here," and walk backwards with the child only two or three feet; say, "Wait," somewhat sharply and at the very same instant, stop suddenly and see that the child stops at once also. Then look into the child's face and smile so that he will respond to your mood.

Say, "Come here," walk backward two or three feet farther and say, "Wait," again, seeing that the child stops suddenly. This will take you almost to the second chair. At this chair, let loose the child's hands, walk backward so that you

are about two feet away from him, then hold out your hands and say, "Come here," and "Wait," again, in the same way as before. This will take you to the third chair.

In going from the third chair to the first chair, go four feet away from the child, reach out your hands and say, "Come here." Stand in your tracks and when the child gets within two feet of you, say, "Wait," and put your hand out quickly, palm down, as before.

Next, have the child stand at the first chair while you go to the second chair. Say, "Come here," and when the child gets within two feet of you, say, "Wait," extending your hand quickly as suggested above. If the child moves more than one step after you say, "Wait," say, "Let's try it again; see if you can stop right away when I say, 'Wait.'" Repeat this procedure until the child will stop at once at the command, "Wait," when he is not near you. Then say, "That's good," and immediately go to the child smiling and say, "That will be

enough for this time. You are learning fast."

COMMENTS

You will note that in the first lesson, introducing the new command, "Wait," the commands, "Come here," "Quickly," and "Wait," are not used in order one, two, three, but in pairs. That is, "Come here," and "Quickly," are used together and also, "Come here," and "Wait," but to use all three, one after the other, might be a little confusing while you are teaching the new command, "Wait."

You could easily repeat this lesson on another day or even a few hours later and use all three in any order you desire.

Be careful in the lesson not to say "Wait" too soon after you give the command, "Come here." The child may get the idea from it that you do not want him to start when you say, "Come here."

When a child is running away from its parents, it is natural for him to continue in spite of commands to stop. The rea-

son for teaching him to wait (in Lesson 4) while he is coming *toward* us is that then we have a "check" on him. Our body keeps him from going farther. After the association is well formed, we modify the lesson so as to teach the child to stop at the command, "Wait," when he is running *away* from the parent.

EXAMPLE 3

Mrs. Sears started out for a walk with Madge, her five-year-old daughter. Just as she reached the street little Maude Landis rushed by after her hoop and Madge joined her in a race down the street.

"Wait, Madge," called her mother. But Madge did not wait. She rushed on and on and turned back only when Maude turned back with the hoop.

Mrs. Sears realized that she had made a mistake in calling, "Wait," to a child who was running from her and in no danger. However, she believed in implicit obedience and could not let this

incident pass without correcting Madge in some way. She knew that the best time for this was not directly after the act of disobedience while the deed done still would seem desirable to the child and she would the more easily excuse herself. So she waited.

That night after Madge had said her prayers and her mother was telling her good-night at her bedside, Mrs. Sears said,

"Have you had a happy day?"

"Yes, mother."

"I was happy, too, most of the time," said her mother. "There was one time today that I was not happy for a little while. It was just after dinner. It was when you and I were taking a walk. You did not intend to make me feel unhappy, but one time when I said, 'Wait,' you did not stop very quickly. I know you will be more careful after this, won't you, Madge?"

"Yes, mother."

"I believe children get as much satisfaction out of right-doing as adults do,"

thought Mrs. Sears; and she judged rightly.

Therefore, in order to establish right habits in Madge, Mrs. Sears drilled on the command, "Wait," similar to the method suggested in this Course. When she took her out next time she kept the idea of control in this regard uppermost in her mind. When crossing streets she kept Madge near her by talking to her about something interesting.

When on a back street she said, "Now when I say, 'Run,' you start toward that tree over there (pointing out the tree) and see how quickly you can stop when I say, 'Wait.'"

When Madge stopped suddenly at her call, Mrs. Sears said, "Good, how well you can do that!"

In the ordinary routine of the day Mrs. Sears never lost happy interest in results, so of course Madge did not.

LESSON 5

AIM

To teach a child to obey by mere position of the hand with reference to the commands, "Come here," and "Go there."

PREPARATION

Same as for Lesson 3.

DEFINITE INSTRUCTIONS

Go with the child into the room. Sit down on the first chair, letting him stand in front of you and say, "Let's learn some signs. Now when I hold my hand this way (with index finger up) it means to come here. Try it. Stand out there a little way." Aid the child in standing about three feet in front of your chair. Say, "Now when I hold up my hand, you must come to me."

Some three seconds after saying this, hold up your hand about twelve inches

in front of your face with palm toward you, and the fore-finger pointing almost straight upward.

Bow your head slightly and make every suggestion show that you want the child to walk toward you. If the child does not start at once when you merely hold up your hand, then draw your hand and wrist toward you once or twice and if this does not cause the child to start, say, "Come here," also.

When he comes, say, "All right, let's try it again." Place him a short distance away from you as before and continue the process until the child will come from either of the other chairs to your chair when you hold your hand in the proper position.

Then while sitting on one of the chairs with the child in front of you, pause a few seconds and say, "Let's learn another sign. Now when I hold my hand this way (finger pointing), it means for you to go where I point. Let's try it; now as soon as I hold out my hand, you must go to the chair." Immediately turn the

child around facing the chair and extend your right hand, palm down, with all fingers closed except your fore-finger which is pointing directly toward the second chair.

If the child does not go when you first hold out your hand, give him a start of just a few inches with your left hand. When he stops at the chair, say, "All right," then walk over to him and say, "Let's try it again—now when I hold out my hand, you go over to that chair."

Hold out your hand and point to the third chair, merely touching the child on his back with your left hand. When the child reaches the third chair, go over to him and try it again.

Continue this process until the child will go to either chair you point to without saying a word.

COMMENTS

Your child may be perfectly obedient without learning this lesson and the one to follow, but we are putting in these

two lessons for you, should you have occasion to make use of them.

You will often find the points in them convenient when someone is talking to you, and it also shows that you understand children perfectly, to be able to teach your child so that he will carry out your every wish, even though indicated by a mere position of your hand.

In order for the child to heed your signs, it is, of course, necessary first to have the child's attention. If his attention is directed away from you at the moment you want him to do something, get his attention by snapping your fingers sharply.

LESSON 6

AIM

To teach a child to obey a mere position of the hand with reference to the commands, "Quickly," and "Wait."

PREPARATION

Same as for Lesson 3.

DEFINITE INSTRUCTIONS

Go with the child into the room, saying, "Let's learn some signs." As you sit down on the chair say, "When I move my hand like this (beckoning vigorously with palm upturned), it means for you to run fast. But when I hold my hand down like this (palm down and outspread, arm extended and the body leaning forward slightly) it means to stop at once. Let's try it."

Have the child standing with his back to the first chair. Start to walk backward yourself toward the second chair. Hold up your hand and say, "Come here." After the child follows you for three or four feet, make violent movements with your right hand and start to run backward.

When you reach the first chair, hold your hand, palm down, just in front of

the child and stop suddenly. When he stops, say, "That's good; let's try it again. Watch my hand closely."

Repeat this procedure on the way to the third chair and from that one to the first. Then test the child by standing still about four feet away from him and saying, "Come here," and after he walks a step or two toward you, give the signal meaning, "Quickly." Say, "All right," then have him stand there while you go to the second chair and say, "Now watch my hand this time. Come here." When he gets within two feet of you, put out your hand, palm down, and when he stops, say, "That's fine. Now let's try it again."

Continue in this manner until the child responds quickly to both signals, when he is not within your reach.

COMMENTS

It is important to appear to be enthusiastic and optimistic about the child's progress in this lesson, because it is de-

vised in such a way that it does not contain any interest for the child apart from the activity itself. The interest will not lag if you make it seem active. The child will not weary of repeating as long as you give him sufficient encouragement about how fast he learns, etc.

The four signs taught in these last two lessons are not difficult to teach for the reason that they are natural. Each one is so varied from the rest that there will be little, if any, confusion with others. To avoid all possible confusion, you will note that to distinguish between the sign meaning, "Wait," and the one meaning, "Go there," (in either case the palm being down) it is indicated that in the former the whole arm be extended and dropped considerably while in the latter the elbow is bent, the wrist turned and the hand not lower than the chest.

After you have taught the commands, "Quickly," and "Wait," the child will apply the proper meaning of the words to other kinds of commands without special lessons. For example, if a child

is taking too much time to put on his coat and hat, you can say, "Do it quickly," and the child will actually do it more quickly because you have succeeded when giving these lessons.



*All that I am or ever hope
to be I owe to my mother*

Abraham Lincoln

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